



**GOKKUSAGI
SCHOOLS**

GOKKUSAGI COLLEGE

Assessment Policy



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Content

The Goals of Turkish High Schools	3
Principles	4
Guidelines	6
What subjects are assessed	6
Diploma Programme Assessment Methods	8
Assessment tasks (vary across subjects)	9
Assessment instruments	10
Facilitating Assessment	10
Recording Assessment	11
Further Understandings	12
References	21

ASSESSMENT POLICY

All IB diploma programme candidates are expected to obey the rules, regulations and requirements of IBO and the Regulations on Secondary Education Institutions of Ministry of Education. All diploma programme teachers are expected to conduct their teaching in accordance with the regulations and requirements mentioned above.

The Goals of Turkish High Schools

Educational Institutions aims to

- Improve students physically, cognitively, ethically, socially and culturally; prepare students for the future to be democratic and respectful to human rights by providing them contemporary knowledge and skills
- Prepare students to be ready for the higher education system and life
- Develop responsible and self-confident learners
- Promote collaboration
- Enhance creativity and critical thinking skills
- Teach learners foreign languages to follow the changes and progresses in the world
- Encourage learners to produce knowledge and develop projects by their acquired knowledge and skills
- Provide quality education by using technology
- Encourage learners to be life-long learners
- Adjust and adopt international standards in education
- Raise qualified and skilled labour force considering the national and international standards; promote entrepreneurship and ethical study; make learners to acquire a general culture of health&safety

All kinds of teaching and learning activities should be conducted and constructed to raise learners with the following attributes:

- Inquirer
- Scientific thinker
- Techy
- Productive
- Communicative
- Active
- Equipped with national, humanistic and universal values

Principles

The nature and extent of learning outcomes to be achieved at different levels of the high school education system, and the means through which they should be achieved, is articulated in the curriculum or education programme of IB DP and Turkish Ministry of Education.

Teaching and learning processes operationalize these outcomes and give them effect.

Assessment verifies if stipulated outcomes have been achieved, although it can also be an input for learning to occur and/or be directed. The extent to which stipulated outcomes have been achieved remains a dominant, though not exclusive signal of the quality of education, as well as of the effectiveness of curriculum implementation, teaching and learning.

Assessment in itself is a varied education process. It varies by purpose, forms of assessment and area of assessment. An initial distinction has to be made between assessment for learning and assessment of learning. The former is concerned with the function of assessment as an educational process. For this, feedback to the learner is essential. Nevertheless, on a systemic level, assessment of learning is essential in order to monitor achievement of the education system as a whole.

Gökkuşağı College (GC) recognizes that assessment is the process whereby student-learning outcomes are measured and developed, feedback is given to students on their progress and final result grades are awarded. Assessment is a core academic activity and an essential component of the learning process.

GC believes that assessment

- measures the learning outcomes
- produces coherent feedback for students, parents, teachers and administrators
- monitors the progress of student learning and achievement
- informs curriculum and assessment review

GC recognizes that students

- have individual/different learning styles therefore instructional process should be differentiated
- may have different cultural experiences, needs and expectations
- need to know their progress, achievements and areas for improvement
- should receive positive, constructive and encouraging feedback

GC believes that assessment process should

- be criterion-referenced using the learning objectives by the IB and the regulations of the Turkish Ministry of Education
- take a variety of learning styles into consideration
- be differentiated for different backgrounds of learners
- be at just the right level of challenge for the student and keep adjusting that level as the student progresses
- be relevant and motivating

Gökkuşağı College Assessment Policy

- provide a large variety of different assessment opportunities
- be formative and summative
- be ongoing and reflective
- measure what students understand, what they know and can do (knowledge-skills & understanding)
- give chance to students to evaluate their progress, notice areas for improvement and set goals for it
- give chance to school to evaluate the measure of success in meeting the specific learning objectives
- use varied assessment tasks, formats and instruments; and be valid, reliable and practical
- pay attention to higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking)

Students are responsible for

- their own learning
- being on-time to class and prepared with all the appropriate materials for class work and assessments
- working diligently to complete homework, class work, assignments , projects, etc. on time in an ethical way
- monitoring their own progress in classes and inquiring about ways to improve
- preparing themselves well for all forms of assessment
- being aware of goals and standards of their subjects
- their personal improvement as lifelong learners
- being respectful others' rights to learn and to collaborate

Teachers are responsible for

- facilitating students' learning
- understanding their subject matter and standards of achievement for the subjects they teach
- communicating clearly with their students and parents about the goals and tasks of their subjects
- providing exact instructions about assignments; guiding students when needed; giving timely feedback
- keeping a clear and accurate record of all assessment activities
- providing progress reports every two or three weeks
- analyzing the assessment data to establish strengths, students' needs and areas for improvement
- using many kinds of assessment instruments and components
- evaluating their own instruction , reflecting on their own practices

Coordinator and the administrators are responsible for

- supporting students and teachers to meet the goals in in their subjects
- providing the necessary training for teachers to be aware of their subjects

Gökkuşağı College Assessment Policy

- providing student data to analyze and reflect
- providing time for teachers to reflect on their practices
- working together with teachers to analyze students' performance
- setting goals for the school
- providing necessary resources, tools, materials and instruments
- encouraging parents to offer constructive support to students
- providing supporting information about subject assessments to parents and students
- providing a calendar of assessment due dates and the exam schedule

Guidelines

1. All assessment at Gökkuşağı is criterion-related and based on the mandated requirements of the Turkish Ministry of Education and IB. The Turkish Ministry of Education has a special timetable and implementation rules for Turkish IB schools; as the curricula of IBDP subjects accord with the national curricula, the Turkish IB schools must consider assessment policies of both. All assessment processes of IB are suitable for the national one as well, and teachers can use the IB assessment results for national recordings. All IB students in GC accept to obey the rules and regulations of IB and the national system.
2. All IB students in GC accept to obey the rules and regulations of IB and national system.

What subjects are assessed

The Diploma Programme is a two-year programme studied and assessed in year 11 and 12.

IB Diploma Programme students must choose one subject from each of six groups (1 to

6), ensuring breadth of knowledge and understanding in their best language (Group 1),

additional language(s) (Group 2), individuals and societies (Group 3), the experimental

sciences (Group 4), and mathematics (Group 5). Students may choose either an arts subject

from Group 6 or opt for a second subject from Groups 1 to 4 instead of an arts subject.

Gökkuşığı College Assessment Policy

All the IB subjects selected by students are accredited by the Ministry of Education so students do not need to choose the same subjects again according to Turkish curriculum.

Apart from IB Diploma Programme subjects, students must choose other compulsory and elective subjects from the Turkish national curriculum to fill their weekly timetable. All these additional national subjects are assessed by the criteria of Turkish national system and can be taught/assessed either in English or Turkish.

Gökkuşağı College Assessment Policy

For the full diploma, three IB subjects (occasionally four) are taken at higher level (HL) and three subjects (occasionally two) are taken at standard level (SL).

The marks awarded for each IB course range from 1 (lowest) to 7 (highest). Grading for all assessment is in accordance with the prescribed IB Grade Descriptions as stated in each programme can be summarised as below:

7 = excellent, 6 = very good, 5 = good, 4 = satisfactory, 3 = mediocre, 2 = poor, 1 = very poor

Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay.

A high level (HL) IB subject requires minimum 240 hours of teaching time and a standard level (SL) IB subject requires minimum 150 hours of teaching time.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.

In addition to DP subjects, the Diploma Programme has three core elements; Extended Essay (EE), Theory of Knowledge (TOK) subject and Creativity-Action-Service (CAS). The extended essay engages students in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. EE can be considered as a project work (research assignment) in Turkish curriculum. Theory of knowledge makes students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

TOK is accredited by the Turkish Ministry of Education. (CAS), which is a requirement of Turkish system as well, involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

Diploma Programme Assessment Methods

Different methods are used to measure student achievement against the objectives for each course.

1) External assessment

Examinations are developed by a team of senior examiners and IBO staff and include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions

Examinations for each session take place over a period of approximately three weeks in May. Under normal circumstances, there are not more than 6 hours of examining in a single day. Friday afternoons are kept free.

There are also a small number of other externally assessed pieces of work, for example, Theory of Knowledge essays, Extended Essays, and the Group 1 Higher Level (HL) essay. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners. Teachers can discuss the work with the student and lend advice.

2) Internal assessments are formal tasks set by the IB and assessed by teachers, with moderation by the IB, and are distinct from formative assessments conducted during normal classroom teaching. Internal assessments include:

- Oral work in languages
- Fieldwork in geography
- Laboratory & investigation work in the sciences
- Investigations in mathematics
- Artistic performances

Internal assessments (IA) in the IB Diploma Programme are integrated into the learning process and focus on developing specific skills relevant to each subject. They are not considered separate activities to be completed after a course has been taught, but rather an integral part of the learning experience. Each subject has its own unique internal assessment task, designed to assess students' abilities beyond exams.

For example:

- **In languages**, students complete oral assessments where they demonstrate their speaking skills in real-time discussions.
- **In geography**, fieldwork is conducted to assess students' ability to apply geographic methods to real-world investigations.

Gökkuşuğu College Assessment Policy

- **In the sciences**, science has an investigation as internal assessment. students design and conduct laboratory experiments to demonstrate their scientific inquiry skills.
- **In mathematics**, students complete an investigation or exploration task, where they apply mathematical reasoning to solve complex problems.
- **In the arts**, students present artistic performances or exhibitions as part of their internal assessment.

Teachers provide structured support during the internal assessment process, such as guidance on selecting topics and offering limited feedback on the initial draft. However, the final product must be the student's own work. In some cases, group activities may serve as the basis for internal assessments, but any written work must be completed individually by each student to ensure originality. Internal assessment is conducted by applying a fixed set of assessment criteria for each course. Teachers should ensure that students are aware of the internal assessment criteria effectively.

Internal Assessments are first marked by teachers and then moderated by external examiners, typically contributing between 20% and 30% of the total IB mark, depending on the subject. Some of the **arts courses**, for example, music, theatre arts and visual arts, have assessment of a major practical component, which can account for as much as 50% of the total mark.

The IBO's experienced examiners (markers) use analytic mark schemes and assessment criteria in the allocation of marks.

Teachers submit marks for internal assessment on the work done by candidates for a subject. Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level.

Teachers write comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated.

The teacher(s) for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirements for the subject and level. The teacher(s) must assess candidates' work using the IB assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available without using fractions, decimal places or estimates.

Marks must be awarded even if the work, or participation, is incomplete. If a candidate submits no work, an "F" is entered on IBIS for the mark, resulting in no grade for the subject and level. All marks for internal assessment (IA) and predicted grades (PG) must be submitted on IBIS no later than **10 April**, about three weeks before the written examinations. Failure to provide marks for internal assessment will result in no grades being awarded in the subject(s) and level(s) concerned. Failure to provide predicted grades may place candidates at a disadvantage.

Assessment tasks (vary across subjects)

- Multiple choice question
- Short response question
- Extended response question
- Essay

Gökkuşağı College Assessment Policy

- Project
- A piece of work from a portfolio
- Research assignment
- Oral commentary

- Presentation

All assessment tasks should pay attention to developing the higher-order cognitive skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.

Assessment instruments

- Examination paper
- Multiple choice test
- Portfolio of work
- Project
- Research assignment
- Practical laboratory work & investigation (for sciences)

Facilitating Assessment

The selected Diploma Programme group 1 – 6 subjects by the students are accredited by the Turkish Ministry of Education. Teachers will use diploma programme internal assessment components when generating national curriculum marks for practical work, performance studies, participation, and projects in a scale of 100.

Extended Essay will be considered as a project work for the related subject in the Turkish curriculum. No mark requirements for TOK and CAS for the Turkish programme. DP teachers will use any kind of essays, written assignments that requires an investigation, research or preparation; any studio works, portfolios, presentations, audio recordings to generate marks for students for the assessment requirements of Turkish system.

Additionally, as the Turkish system requires certain number of written examinations at certain times in each term, teachers will be expected to conduct written examinations apart from IBO's assessments.

IBDP teachers will consult subject guides, mark schemes, and examiners' reports on My IB for boundaries and criteria.

Students are expected to:

- be on time to class and fully prepared with all the assessment activities
- respect others' right to learn
- submit any required work such as projects, assignments, homework, class work, etc on time and meticulously
- present all works neatly and appropriately

Teachers are expected to:

- clearly identify the requirements of each piece of work, providing the necessary assessment criteria and rubrics
- provide adequate time for students to complete any assessment tasks
- provide access to materials and resources to complete any assessment task

Gökkuşağı College Assessment Policy

- inform parents and encourage them to provide support for students
- assess all work appropriately and return it in a good time
- teach students how to use school's online library resources
- make learners aware of grade descriptors in their subject area

Recording Assessment

Each subject teacher is to keep their own records of formative and summative assessment in various assessment tasks. At the end of each month and term, teachers record summative achievement levels as an overall grade. Reports are entered and stored centrally within the school information management (e-school). The Diploma Coordinator keeps an updated internal reports that includes levels awarded at the end of each term as well as levels achieved in the end of year examinations, and the DP mock examinations for each student. Managebac will also be used for recording and managing purposes.

Further Understandings

	National Requirements	IBDP Requirements
Lesson Time	40 minute lessons but can be schedules in blocks (80 minutes)	60 minutes lessons and can be scheduled in blocks.
Compulsory Subjects (16-17 lessons)	Turkish Language and Literature, Religious Studies, Two Foreign Languages, Philosophy, PE, 20th Century Turkish History, Traffic and First Aid are compulsory subjects	IB Diploma Programme students must choose one subject from each of four groups (1, 2, 3, and 4), ensuring breadth of knowledge and understanding in their best language, additional language(s), individuals and societies, and mathematics. Students may choose either an arts subject from Group 6 or a second subject from Groups 1, 2, 3, or 4.
Elective Subjects (up to 28 lessons)	Turkish Literature extension, Turkish Language extension, Maths, Geometry, Physics, Biology, Chemistry, History, World History, Geography, Sociology, Social Sciences, Music, Visual Arts, Drama, Environmental Systems, Psychology, Foreign Languages extensions, Logics, Business & Management, Economics, IT in Globalized Society, TOK, ICT, Astronomy and Space Sciences and other electives.	For the full diploma, three IB subjects (occasionally four) are taken at higher level (HL) and three subjects (occasionally two) are taken at standard level (SL)

Gökkuşağı College Assessment Policy

SEN	Specific programmes and differentiated assessments instruments can be designed for SEN students	IBO has specific SEN guidelines and practices. Special needs must be reported by the candidate or his/her legal guardian to the diploma programme coordinator before the candidate starts the programme. If a candidate with a special need requires special assessment arrangements, the coordinator must make necessary arrangements and request authorisation from the IBO.
Total number of weekly lessons	45 lessons (each 40 minutes) per week plus 6 lessons extension possibility	A high level (HL) subject requires minimum 240 hours of teaching time and a standard level (SL) subject requires minimum 150 hours of teaching time.
Means of Instruction	Subjects excluding Turkish, Turkish Literature and Turkish Cultural subjects can be taught in foreign languages.	Except for Group 1 subjects, all DP subjects, Theory of Knowledge (TOK), and Turkish Language and Literature are instructed in English.
CAS	IBDP students in Turkish schools are encouraged to do CAS activities. Students are encouraged to do social service but service is not marked.	CAS is one of the 3 core elements of Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.
Foreign language Foundation Year	Turkish IB schools try to promote foreign language learning in high schools. Schools can arrange one extra foundation year for foreign language study before Grade 9 to make a good start.	The IBDP is offered to students during the last two years of high school.

Gökkuşığı College Assessment Policy

Foreign Language Acquisition Subject	Selecting two foreign languages during the high school education is compulsory. Four skills (reading-writing-listening-speaking) is assessed.	All diploma students have to choose at least one foreign language subject. IB group 2 subject requirement and assessment criteria align with the national
Subject selections	Students choose their elective subjects for the next year from the middle of May till the day schools close.	Diploma students choose six subjects and these subject curricula is accredited by Turkish Ministry of Education.
Terms	Each school year is divided into two terms. The students are assessed in separate 2 terms. The average of these 2 terms is added and then divided into 2 to establish the final score of a subject.	The Diploma Programme is a two-year programme studied and assessed generally in year 11 and 12.
Attendance	<p>Attendance of students at the lessons is compulsory. Teachers keep a record of students' attendance. Absence of students who join educational or cultural competitions or activities (national or international science,theatre,sports, music, folk dances, etc. competitions) is not counted.</p> <p>Parents of absentees are informed via mail, email or other resources and expected to submit their excuses to the school administrators in 5 days. A 10 day subsequent absence without accepted excuses or a total 45 days of absence leads to failure although students have good marks.</p>	Attendance is compulsory. Students must comply with the attendance rules to be eligible for both the Turkish and IB diplomas and fulfill the required instructional hours

Gökkuşuğı College Assessment Policy

Recovery programme	Because of justifiable absence of teachers'; any disasters, epidemic, disorders or riots in the country, schools can arrange recovery programmes. Attendance to recovery programmes are compulsory. Students who happen to show absence more than 1/6 of the recovery programme fail.	No recovery programme.
Assessment system	Assessment is criterion-related.	Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.
Assessment requirements	Assessment is done according to subjects' specifications by written examinations, practical work, performance studies, observations, participation in lessons and learning activities and projects.	All subjects have internal and external assessment requirements; TOK, CAS and Extended Essay requirements.
What to measure	Assessment instruments and tasks must comprise critical and creative thinking skills, inquiry and problem solving skills.	IB Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills like analyzing and presenting information, evaluating and constructing arguments, solving problems creatively, retaining knowledge, understanding key concepts and applying standard methods.
Grading	The grades are based on a scale of 100; Excellent (85-100), Good (70-85.99), Average (60-69.99), Pass (50-59.99) and anything under 50 is Fail.	The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay.

Gökkuşağı College Assessment Policy

Examiners	All written examinations are conducted internally. The number of written examinations in each term must be at least 2. Teachers who created assessments may not be experts.	Qualified examiners from all over the world read and mark the external exam papers. Internal assessment materials are marked by school teachers and moderated by IB examiners
Assessment content	Examinations should include all the areas of the subject with more emphasis on the latest topics that are taught in the classroom. (Formative and summative)	Formative and summative assessment
Storage	Examination papers are submitted to the administrators at the end of the academic year and kept for a year.	The IBO collects, marks, and securely stores the exam papers. Before submission, the exam papers are kept in secure storage at the school to ensure their safety and confidentiality.
Number of examinations	There must be at least two written or two practical (or one of each) examinations in each term for subjects.	External examinations of subject areas are once at the end of the programme.
Assessment tasks	The examination questions are advised to be same in the same levels. Questions and answer sheets are prepared by the whole subject teachers and presented just after the exams. The examination results are analyzed and recorded by teachers. Written examinations should be based on essay type questions but each term one of the written examinations of each subject can be done in multiple-choice .	IB uses various assessment components. All assessment tasks are same for all diploma students in the world.

Gökkuşağı College Assessment Policy

Examination sessions	<p>The duration of written examinations should normally not exceed 40 minutes. Each day the maximum number of examination conduct cannot be more than three.</p>	<p>The duration of internal and external assessments depends on the subject and core requirements. External examinations for each session take place over a period of approximately three weeks in May. Under normal circumstances, no more than six hours of exams are scheduled in a single day. IB examinations are subject to unannounced inspections to ensure compliance with exam regulations.</p>
-----------------------------	--	---

Gökkuşağı College Assessment Policy

Additional assessment	<p>At the end of each term, teachers can conduct one extra examination for students who have failed in their subjects. Successful students can also take this extra examination. The results of this extra examination is added to other examination results and the average becomes the final score.</p>	<p>Only retake students, who are seeking to improve their results, are allowed to take the external examinations again under certain regulations.</p>
Non-participants in assessments	<p>Students who don't participate in written examinations, practical works or performance studies and who don't submit their performance assignment work or project can be given an extra chance once if they submitted a justified excuse in 5 days. NO mark is given to those who have not a justified excuse and "N/A" is given; NO mark is given to students who have cheated in examinations and conducted malpractice and a "C" is given to those. But those non scores are added to average.</p>	<p>If any incomplete assessment (one or more components of the assessment requirements in the subject) exists, DP coordinator submits an application on behalf of the candidate(s) to the IBO with appropriate evidence. Procedures are applied.</p>

Gökkuşağı College Assessment Policy

<p>Exam Week Application New Regulation Updates (Effective 9 SEP 23, Official Newspaper Number: 32304)</p>	<p>Exam Week Application:</p> <p>According to the new regulation regulating the principles related to measurement evaluation, 'Exam Week' application will be made in schools. The dates of the exams will be announced at the beginning of the academic year.</p> <p>Exam Schedule:</p> <ul style="list-style-type: none"> • 1st Term 1st Exams: Last week of October and first week of November • 1st Term 2nd Exams: Last week of December and first week of January • 2nd Term 1st Exams: Last week of March and first week of April • 2nd Term 2nd Exams: Last week of May and first week of June <p>The exam dates will be announced by schools at the beginning of the academic year.</p>	<p>The IB exam dates, set by the IBO, will be communicated to students by the school at the beginning of the academic year.</p>
<p>Announcement of assessment results</p>	<p>All types of assessment components' results are scored, analyzed and announced in 10 days after the assessments conducted.</p>	<p>Early July. The results are sent to schools electronically. Formal documentation of the results is sent to schools in the middle of August.</p>
	<p>All assessment components can be rechecked if there is a demand by students. This rechecking must be done together with the student.</p>	<p>A candidate's assessment material may be remarked and/or returned to school the school in electronic format or as a photocopy as a part of</p>

Gökkuşığı College Assessment Policy

Enquiry upon assessment results	Parents can raise a written objection to assessment results within 5 days just after the announcement of results to the school principal. Assessments are rechecked and finalized in 5 days by a committee of 2 different teachers in that subject area formed by the school principal.	the enquiry upon result service, the details and fees for which are specified in the relevant handbook. Remarking a candidate's assessment material may lead to a higher or a lower grade for the subject. Coordinator may request a review after remarking on behalf of the candidate by obtaining a consent of the candidate or his/her legal guardian.
Performance studies, projects and other works	Students do at least one performance study in each subject each term and at least one project in one subject throughout the whole academic year. Performance studies and projects are marked. A second performance mark in each term is awarded to students for their active participation, preparedness for the lessons and good behaviours.	Internal assessment materials, such as oral work in languages, fieldwork in geography, laboratory & investigation work in the sciences, investigations in mathematics & Science , and artistic performances, are marked by teachers and are subject to moderation by IB examiners.
	Students who received a national or international award/success during the school year can be marked with "100" as a performance study or a project by the related subject teacher. A Turkish high school diploma is awarded to students who complete the school years successfully.	The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole

Gökkuşığı College Assessment Policy

Awardings	A certificate of appreciation is given to successful students whose GPA score in a term is between 70.00 and 84.99 ; a certificate of merit is given to successful students whose GPA score in a term is between 85.00 and 100. These students can receive the certificates if they have no score less than 50 in any subjects. Students who are awarded a certificate of merit both terms in 3 years receive a certificate of excellence.	programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points. Students can follow fewer IB courses and they receive individual certificate results.
Passing a subject/a class and passing conditionally	A minimum score of "50" is required as an average final year score in each subject; or regardless of the first term scores, a minimum average score of "70" is required.	Successful IB diploma candidates will receive an IB diploma and a document (diploma results) listing the total IB diploma points score, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the extended essay. Certificate candidates (candidates taking one or more subjects) receive a certificate. An IB diploma candidate who fails to satisfy the requirements for the diploma award receive a certificate indicating the subject grades and the core. A bilingual diploma will be
	Students who are unsuccessful in one or more subjects pass their class if their GPA is minimum "50" or above. Students who fail in Turkish Language pass their class conditionally.	
	Students who are not able to pass their classes directly can pass their classes conditionally if they have maximum 3 unsuccessful subjects. These students must retake assessments of those subjects and must pass them before graduation. However, any students who has a total of more than 6 unsuccessful subject including the former years can not pass their classes and must retake the class.	

Gökkuşığı College Assessment Policy

Pass in foundation year	Students in the language foundation year (before grade 9) pass the class according to successful scores in the subjects Foreign Language and Turkish Language. Students who fail these subjects are given a chance of a proficiency test. Failed students take the foundation year education again. Maximum education time in	awarded who fulfill some criteria defined in the handbook.
Malpractice	Cheating in the examinations results in a penalty of reprimand. Students who are involved in an organized cheating act are suspended from school for a couple of days. Sitting for an exam on behalf of others results in a school change penalty. If a student is considered to gain an unfair advantage in one or more assessment components (by plagiarism, collusion, duplication of work), his/her work is not accepted and a redo will be expected.	If the IBO final award committee decides that a case of malpractice (plagiarism, collusion, duplication of work, taking unauthorized material into an examination, misconduct during an examination, falsifying records, etc.) has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for the candidate for the other subjects in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions. If a case of malpractice is serious, the committee is entitled to decide the candidate will not be permitted to register for the future examination sessions.

The assessment policy was developed collaboratively by the IB Coordinator, subject teachers, and administrative staff at Gökkuşığı College, with contributions from key stakeholders in the school community. The team aimed to design a policy that reflects both the IB's philosophy and the school's mission, focusing on transparent and meaningful assessment practices.

The assessment policy will be shared with the entire school community via the school website, Google Classroom, and printed materials such as newsletters and brochures. To further ensure clarity and understanding, the policy will be discussed during staff meetings, parent-teacher conferences, and student orientations.

Gökkuşığı College Assessment Policy

The Assessment Policy Review Committee, composed of the IB Coordinator, subject teachers, and administrative staff, will review the policy annually. This review will ensure that the policy continues to align with IB standards and the school's evolving assessment needs. Any updates or revisions will be communicated through the same channels used for the original policy.

References:

- **General Regulations: Diploma Programme, 2023**
- **Diploma Programme Assessment Principles and Practice, 2018**
- **Regulations on Secondary Education Institutions of Ministry of Education, 2024**
- **Diploma Programme Assessment Procedures, 2023-2024**