



AREL SCHOOLS ASSESSMENT POLICY

Academic Year of Revision: 2024-2025

REVISION COMMITTEE & ADMINISTRATIVE OVERSIGHT

- Primary School Assistant Principal (Administrative Liaison)
- Homeroom Teacher
- Science Teacher / MYP Sciences Teacher
- English Teacher / MYP Language B Teacher
- Chemistry Teacher / MYP Sciences – Chemistry Teacher
- Head of Foreign Languages Department / MYP HOD Language B
- English Teacher / MYP Language B Teacher

1. INTRODUCTION AND PURPOSE

Arel Schools defines assessment as a fair, transparent, continuous, and purposeful process that directly supports, guides, and inspires student development. Assessment is not merely a tool for grading; it is an integral component of the learning cycle that provides critical feedback to students, teachers, parents, and the school administration. This policy is designed to align with Ministry of National Education (MEB) regulations and International Baccalaureate (IB) assessment frameworks across the Primary Years Programme (PYP) and Middle Years Programme (MYP).

2. TYPES OF ASSESSMENT

At Arel Schools, assessment is a continuous journey categorized into four distinct types to evaluate student progress holistically:

- **Diagnostic Assessment (Pre-Assessment):** Administered at the beginning of a unit or academic term to gauge students' prior knowledge, readiness, and individual starting points.
- **Formative Assessment (Assessment for Learning):** Implemented continuously throughout the learning process. It monitors student understanding, provides immediate feedback, and guides teachers in modifying their pedagogical approaches.
- **Summative Assessment (Assessment of Learning):** Conducted at the conclusion of a learning period or unit of inquiry. It measures student understanding against established criteria and benchmarks, providing clear evidence of learning achievements.
- **Self-Assessment and Peer Assessment:** Encourages students to become reflective learners by evaluating their own work and that of their peers, fostering metacognitive development.

3. STRATEGIC ALIGNMENT AND INTEGRATION WITH OTHER SCHOOL POLICIES

To fulfill IB Evaluation Standards, the Assessment Policy is strategically cross-referenced and operates in complete harmony with the other core policies of Arel Schools:

- **Alignment with the Language Policy:** Assessment instruments and assessment feedback are intrinsically tied to the student's individual language profile as outlined in the Arel Schools Language Policy. Language proficiency (in Turkish, English, German, or Spanish) is accounted for when designing assessment tasks. Furthermore, the 4 core language skills (Reading, Writing, Listening, Speaking) are evaluated criteria-wise, and assessment rubrics accommodate the developmental stages of Language B learners without compromising academic expectations.
- **Alignment with the Academic Integrity Policy:** The boundary between authentic production, collaborative learning, and malpractice during formative and summative assessments is strictly governed by the Academic Integrity Policy. Plagiarism detection, ethical research practices, and guidelines on authorized/unauthorized digital/AI tools (via the Traffic Light Model) are treated as critical assessment indicators. Any infraction identified during examinations or project submissions immediately triggers the disciplinary/educational protocols specified in the Academic Integrity framework.
- **Alignment with the Inclusion and Learning Diversity Policy:** In accordance with our Inclusion parameters, assessment practices are differentiated to support diverse learning styles and individual needs. Accommodations such as extended time, modified font sizes, quiet testing environments, or adapted assessment tools are provided for students with documented educational needs, ensuring equity of opportunity while maintaining the rigorous learning objectives of the IB programmes.
- **Alignment with the Admission Policy:** Initial diagnostic assessments conducted during the enrollment phase serve as foundational data for the Admission committee. These entry-level assessment profiles are securely transferred to academic departments to proactively plan necessary language, inclusion, or academic support mechanisms.

4. FEEDBACK AND COMMUNICATING PROGRESS

Assessment data is systematically and regularly communicated to students and parents to create a transparent learning network. Feedback is designed to be constructive, highlighting the student's specific strengths, highlighting industry/evident growth, and offering clear, actionable strategies for areas requiring development. Progress is shared through:

- Regular updates on institutional digital platforms (K12NET and ManageBac).
- Criteria-based rubrics and written teacher evaluations.
- Student-Led Conferences, Parent-Teacher Conferences, and Portfolios.
- Term-end report cards and institutional progress files in line with MEB standards.

5. PROGRAMME-SPECIFIC CAPSTONE ASSESSMENTS

5.1. The PYP Exhibition

The PYP Exhibition, completed in the final year of the Primary Years Programme (PYP Grade 4), serves as a cornerstone summative assessment tool. It allows students to synthesize, apply, and showcase their holistic learning, transdisciplinary skills, and attributes of the IB Learner Profile. The Exhibition is evaluated collaboratively by mentors, teachers, and students using multidimensional rubrics that measure both the research process and the final action component.

5.2. The MYP Personal Project

The MYP Personal Project, completed in the final year of the Middle Years Programme (MYP Grade 10), stands as the supreme summative assessment showcasing a student's independent learning capabilities and ATL (Approaches to Learning) skills. Students demonstrate their ability to initiate, manage, and execute a personal product/outcome through extended inquiry. The final report, product, and process journal are assessed rigorously by internal supervisors using the formal IB MYP Personal Project assessment criteria, ensuring international standardization prior to moderation.

6. STANDARDIZATION AND CONSISTENCY

To ensure horizontal and vertical consistency across all grade levels and disciplines, teachers engage in regular standardization sessions:

- Common assessment tools, standardized rubrics, and collaborative marking practices are utilized within subject groups (zümreler).
- Cross-moderation of student work ensures that IB-defined criteria and MEB scoring standards are interpreted and applied uniformly by all educators.
- Assessment practices, task designs, and the validity of instruments are reviewed systematically during departmental and program coordination meetings led by the academic coordinators.

7. POLICY MONITORING, REVIEW, AND REVISION HISTORY

The Assessment Policy is a living document. It is reviewed by the dedicated Revision Committee under administrative leadership to integrate feedback from stakeholders, monitor alignment with changing MEB evaluation frameworks, and adapt to current IB international assessment guidelines.

8. IB STANDARDS AND PRACTICES REFERENCES

This policy satisfies and directly aligns with the following International Baccalaureate (IB) Programme Standards and Practices (PSP):

- **0401-04-0100:** The school articulates and implements an assessment policy that is aligned with IB expectations.
- **0401-04-0200:** The school administration and faculty align assessment practices across all programs to monitor student learning effectively.
- **0401-04-0300:** Teachers design and implement a wide range of formative and summative assessments that align with program requirements and criteria.
- **0401-04-0400:** The school has systems in place to ensure standardization and moderation of assessment processes to guarantee consistency.

9. REFERENCES

- IB Programme Standards and Practices (2020)
- Guidelines for developing a school assessment policy in the 21st century - IBO
- AREL School Internal Management Regulations
- Turkish Ministry of National Education (MoNE) Evaluation and Examination Directives