

KARTAL ANADOLU İMAM HATİP LİSESİ (KAİHL)

IB Diploma Programme

Assessment Policy and Procedures

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Review 1	2019	The coordinator - Maths teacher
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KAIHL mission statement

Our mission is to develop open-minded, reflective and principled individuals who accept an active role in seeking to make things better and prioritize change, set good role models for the society with moral sensitivity, contribute to the humanity, show leadership, and demonstrate risk-taking.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our lives.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our own actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional balance – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

* Please note that much of the information explained above referring to the International Baccalaureate is taken from www.ibo.org

KARTAL ANADOLU İMAM HATİP LİSESİ (KAİHL) ASSESSMENT PHILOSOPHY

Assessment is an essential part of the learning process and integral to all teaching and learning. The various opportunities such as internal, external, summative, and formative assessments are used to maximize teaching practices and improve student achievement. Assessment is any procedure or activity that is designed to collect information about skills, attitudes, or the knowledge of a learner or group of learners. Kartal Anadolu İmam Hatip Lisesi guides each student to discover and develop his/her capacities and achieve personal perception. Qualitative and quantitative assessments as well as teacher observations enable to measure a student's progress that can serve to guide new learning strategies as well as evaluate development in the preparation for the future. The IB Diploma Programme in KAİHL exposes students to a rigorous and challenging curriculum that aligns with aims, objectives, syllabus, and assessment expectations of the IB DP and the National educational programme. This policy is a framework for assessment of student learning.

Purpose of Assessment

Assessment can be used for different purposes;

- a. To identify learning needs and adjust teaching appropriately
- b. To describe students' learning, to identify and diagnose learning problems, and to plan further teaching /learning
- c. To meet diverse students' needs
- d. To provide guidance for students in selecting further courses of study or in deciding on vocational options
- e. To motivate students by providing goals or targets, by clarifying the nature of learning tasks, and by letting students, and their teachers, know how they are progressing
- f. To certify that individuals have reached a certain level of competence
- g. To measure the effectiveness of teaching and learning methods
- h. To help instructor to identify his or her teaching styles and their effectiveness.
- i. To select individuals for the next level of the education system or for a job.

The main purposes of an assessment for schools are to reach a judgement about the effectiveness of a school, to meet goals for lifelong learning and to reach a judgement about the adequacy of the performance of the teaching system (**Kane, 2001**).

Assessment in KAIHL's IB Diploma Programme

Assessment strategies

Assessment is continuous throughout the year to guide students in their learning. Assessment provides feedback and support to students. KAIHL operates the following practices:

Pre-Assessment

- Teachers assess learners' prior knowledge as known readiness, and experience in an appropriate way before beginning a new unit of work or learning experience.
- Teachers encourage students to be responsible for their own learning through self-reflection and peer assessment.

Formative Assessment

- Formative assessment and learning are directly linked and provide feedback to teachers and learners. It is a responsive way for learners' needs and informs teaching practice.
- Formative assessment allows teachers to follow students' progress towards reaching IB standards.
- Formative assessment gives feedback to students as they are learning. Students should learn to self-assess, peer-assess, and improve their performance according to each teacher's feedback
- Formative assessment allows students and teachers to identify students' strengths and weaknesses. It provides students with opportunities to learn new skills and to achieve better results according to feedback. Also, it shows students how they can improve their self.
- Formative assessment instruments may include tests, examinations, extended practical work, projects, portfolios, oral work and presentations, questioning, quizzes, discussions, and visual representations, some carried out over a prolonged period and sometimes marked by teachers.

Summative Assessment

- Summative assessment aims to determine the level of achievement of a student generally at the end of a course of study. For the IB Diploma Programme the summative assessment is the final exam done by IB externally, that is why for the school the most important part of the assessment is formative assessment.
- Summative assessments can take a variety of forms for instance tests, exams with open ended questions, oral and visual presentations, lab reports, essays, written assignments, projects, oral examinations.

- Learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills. The tasks involved are usually modelled on those mandated by IB and graded in accordance with IB criteria.

Self-Assessment&Reflection

- The fundamental elements of assessment process are self-assessment and reflection. Self-assessment helps learners to take increasing responsibility for their own learning.
- Self-assessment is useful for setting aims and strategies for learners' personal development, both at end of the year and during a learner experience.
- Self-assessment can be particularly essential at the end of the first year and in the second year because students need to examine their strengths and weaknesses for future exams.

Peer-Assessment

- Peer-assessment can take place in smaller groups during lessons, and the format of this can also be oral feedback on written work and class presentations.
- Peer-assessment is in line with the learner profile attributes of open mindedness, communication, critical thinking and reflectiveness.
- This may happen as part of the teaching and learning process. Peer- assessment practices must be based on clear criteria given by the teacher or often guided by the teacher.

Assessment Tools

At KAIHL, students of year 1 and year 2 must take two formal examinations for each subject each semester in National Education System. The marks of these examinations are used for national grading system. For an IB student, he/she has four semesters and eight examinations. IB seniors also take their IB mock exams in March and September prior to their official IB exams which occur during the month of November.

Semester grades and yearly grades are the teacher's estimate of how well each student has mastered the essentials of the subject. The assessment instruments used to obtain the grade will vary from subject to subject. Depending on the course, the grade may be based on homework, quizzes, tests, laboratory reports, papers, portfolios, oral presentations, group work and participation to discussions in class.

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

• Exams

The aim of the exam is to measure or assess the understanding of students for a period of time, to make students ready for the exams of larger periods, and to help KAIHL to give semester grades for particular courses.

All exams are cumulative to prepare the students for the final IBO exam. The exam grade is over 100. In KAIHL the exam periods are usually 40 minutes because of the Ministry of Education regulations. But for Mock exams and IB-Diploma Programme type exams the periods will be flexible according to exam done. In exam weeks, there should be given no homework, quiz, etc. For the senior classes, exams will be like external exams done by IBO.

- Written exams should be prepared according to multiple types of intelligence.
- Questions must be answered independently.
- Questions should be clear, comprehensible, and explicit so that students not understand from different perceptions.
- Exam time and place should be predetermined.
- Rubric should be used for assessment.

• Homework

The homework is given to students to make research about a given topic deeply. To achieve this, teacher may give some clues, questions, rubric, and .etc

The purpose of the homework is

- To help students review their learning
- To make students practice their learning
- To make students prepare for the future learning
- To help students to manage their time and skills
- To help teachers to track students' learning

Teachers of KAIHL should design their homework to reach the above outcomes. While preparing homework they should avoid giving excessive homework since it makes students uncomfortable about their leisure time. The homework is a part of performance grade for each course while the weight changes accordingly.

• Experiment (practical skill) and laboratory reports

The experiment is defined as an orderly procedure carried out with the aim of confirming, disproving, or establishing validity of a hypothesis, or a theorem. In other words, the goal is to test the validity of the theorem learnt in the classroom or laboratory. By performing experiment, student will acquire skills of IBO learner profile such as; Inquirers, Knowledgeable, Open-minded, Risk taker, Reflective. The experiments are part of the grades given in the science courses.

- Portfolio of selected student work

The purpose of the portfolio assessment is:

- Improving the creativity and alternative thinking skills of student
- Tracing development of the student in the education system step by step
- Improving student's responsibility about his or her learning
- Reaching a holistic assessment by integrating both formative and summative assessments
- Tracing student's learning by concrete data
- Providing evidence about student learning
- Making students to assess each other

In the student portfolio there should be:

- Writings, research reports, quizzes
- List of books read by student
- Examples about student's skills shown in the school (music, drama)
- Student assessment notes
- Students' Lab reports
- Examples about students' math work
- Self assessment notes
- Peer-assessments
- Parent-Teacher interview notes

- Oral exam

The **oral exam** (also **oral test** or **viva voce**) is a practice in many schools and disciplines, where an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject in order to pass the exam. But in our school, the oral exam is a part of our performance grades for language courses. And it is usually a presentation about a specific topic showing the performance of the student about the selected course requirements. The overall grade is 100.

- Quizzes

The purpose of the quizzes is to determine the effectiveness of the teaching strategy, and assess student's understanding during the instruction. When preparing quizzes teachers should keep in mind that,

- The aim is to evaluate student's learning not grading it,
- The questions should be content oriented,
- Quizzes should be simple and easy to use.

Grading, Reporting and Recording

Assessment Practices at KAIHL

Assessment practices at KAIHL aligns with the requirements of the IB Diploma Programme. Within the period of two-year study, a range of assessment strategies is used for different components of DP subjects all of which support the formal assessment in the Diploma Programme by directly contributing to the final qualification. All DP subject groups design their assessment strategies and practices according to the IBDP Assessment Procedures Guide and Subject Guides for the relevant year.

KAIHL engages meaningfully with IB assessment expectations and develops these in the context of its unique circumstances. As operating in National Education context at the same time, KAIHL implements practices that help to align with IB assessment expectations and practices so that students are given optimum chance of succeeding in the programme.

Use of Assessment criteria

At KAIHL, all IB students are observed regularly by the teacher noting the performance of the individual and the class. Assessment in KAIHL is mostly **criterion-related** based on and referenced from the documents on Programme Resource Centre. Assessment in the DP is guided by the IB and the guidelines and practices are outlined in the IB document *Diploma Programme Assessment Procedures and Subject Guides*.

Some assessments are external, such as the official IB exams and are graded externally by IB examiners. Other assessments are internal, graded by the class teacher and sent to IB examiners for moderation. Subject teachers present the assessment criteria of their subject to students in the early stages of their studies so that students understand the expectations for each subject and plan their studies accordingly. Assessment tasks are marked according to these criteria so that students, teachers, parents and administration are clear about the progress of the students. Assessment criteria and learning outcomes are also repeatedly established and published to learners clearly in advance of an assessment.

The use of assessment criteria for National Education context is carried out by converting assessment criteria marks into 1-100 scale.

Achieving Grades for IB & National Education and Conversion table

Students' learning is evaluated at the end of each semester and IB students at KAIHL also receive a second National Education transcript at the end of each semester all of which add up for the final high school diploma. While marks in IB courses are reported using the IB 1-7 scale as described below, overall achievement grades in National Education use 0-100 scale. Achievement levels attained according to IB standards and criteria are translated into a percentage grade using a standardized conversion scale developed by KAIHL. The percentage conversion is completed using the standardized National Education conversion scale.

The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

IB Grading scale

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

Grade 1 is failing grade.

The aim of this conversion is to apply a fair system in entering MEB grade which we mark over IB based exams.

In IB, grade scale is between 1-7 and the passing grade is 2. In MEB system the grade scale is between 0-100 and the passing grade is 50 and above. According to this distribution while 15 over 100 is a failing grade in MEB, it is equal to 2 in IB scale and a passing grade. Thus, a conversion table has been designed to remove that obstacle in fair grading.

The conversion has been calculated in two parts.

The first part is for grade 1;

	IB mark	MEB(National education) mark
Failing grade - 1	0-15	0-50

The division of the intervals (50/15) was calculated as a coefficient. The MEB(National education) grade was obtained by multiplying this coefficient and the IB grade. Decimal values rounded up to the upper integer.

i.e. For a student getting 13 in IB;

$13 \times (50/15) = 43,33$ is rounded up to the upper integer, and MEB(National education) mark is = 44

The 2nd part is for grade 2 and above (passing grades)

	IB mark	MEB(National education) mark
Passing grade - 2-7	50-100	15-100

Likewise, the division of intervals was calculated as a coefficient. The IB grade was subtracted from the lower limit value of IB interval in the table and multiplied by the coefficient. Then the lower limit value of MEB interval in the table was added. Finally, decimal values were rounded up to the upper integer.

i.e. For a student getting 71 in IB;

$71 - 15 = 56$

$56 \times (50/85) = 32,94$

$50 + 32,94 = 82,94$

For 82.94, MEB mark is calculated by rounding up to the upper integer, and it is = 83.

Extended Essay, TOK, IAs

How is Extended Essay marked?

- Schools provide predicted grades by the supervisors for the EE.
- The EE is marked by external examiners. These could be from countries anywhere around the world.
- The Assessment Criteria are given in the IBO EE Guide. Maximum mark available is 34.
- The marks given are used to award the EE a grade of A-E.
- Significant discrepancies between a predicted grade and an examined grade will mean that the EE is looked at again for moderation.

How does EE contribute to the students final score?

for IB DP;

- The EE grades given are combined with students' grade for Theory of Knowledge (TOK) using the matrix below.
- A maximum of 3 points are awarded according to a student's combined performance in the extended essay and theory of knowledge.
- Failure to submit an EE means the student will fail the whole Diploma Programme
- Getting a grade E for the EE and a grade E for TOK is also a failing condition for the whole Diploma Programme

Diploma Points Matrix for the Extended Essay and Theory of Knowledge

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Ext end ed Ess ay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

N = Fail whole Diploma Programme

for National Education Programme;

Theory of Knowledge and Extended Essays are evaluated using a letter grade scale and a conversion scale is applied to adjust the grades for National Education programme. TOK final mark contributes to the subject final mark for the National Education programme. Extended Essay mark decides for the Project Homework grade in the National Education Programme in Year 2. KAIHL percentage conversions for TOK and EE are:

IB Grade	Converted Percent Grade
A (Excellent)	96-100
B (Good)	91-95
C (Satisfactory)	80-90
D (Mediocre)	70-79
E (Elementary)	Failing condition

Internal Assessments (IAs)

The Internal Assessment, one of the assessment components for each DP subject, is a coursework completed by the students with the supervision of the subject teachers. It is internally assessed and externally moderated by the IB. The weighing of the internal assessment changes from subject to subject and how the Internal Assessment contribute to the final subject score is clearly structured in each subject guide.

In the National Education Programme, the Internal Assessment decides for the Performance Grade in a different timeline for each subject and that timeline is indicated clearly in the deadline calendar. The submission timeline will decide for the term that the IA mark will apply for the Performance mark. To specifically name the components, for Language A: Literature, Written Assignment and Language B: Language acquisition Individual Oral act as Internal Assessments to decide for the Performance grade in the National Education Programme.

Earning the International Baccalaureate Diploma

Final IB scores are based on the IB internal and external assessments, not on school-based assessments.

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. In order to achieve a final score for the IB Diploma, the numeric grades from 6 subjects are added together and EE and TOK grades are converted into 1, 2, or 3 points using the matrix given by IBO, and added to the subject score to reach the final result out of 45.. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, *completes both the Theory of Knowledge class and the extended essay with at least a D grade*, and accomplishes about 150 CAS(Creativity, Action and Service) hours can be awarded an IB Diploma provided none of the following failing conditions exist:

- A grade of 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two or more grade 2 in SL subjects
- Two or more grade 3 in HL with a grade of 2 at SL
- Four or more grade 3 subjects

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the extended essay contribute to the overall score through the matrix system, which awards up to 3 bonus points based on the candidate's combined performance.

Those students who do not satisfy the entire set of requirements for an IB Diploma or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

IB Diploma results

Students are notified of their final IB marks in January through access to the IB information system. Requests may be made at the school by January for official IB results to be sent directly from the IBO to universities in January. Students may later contact IBO directly to request that transcripts to be sent to universities.

The annual November examinations are externally scored with no input from teachers. These include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.

Collaboration/Moderation/Standardization

Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively. Final internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples. Teachers can improve practices by sharing ideas with their colleagues and observing classes, and teacher collaboration should, therefore, also be seen as one important aspect of professional development.

In order to make consistent and reliable decisions regarding students' assessment, teachers collaborate in developing the course. The teachers design the assessment criteria based on IB assessment principles when they are involved in teaching the same subject in order to conduct internal moderation, particularly for the Internal and External Assessment sent to IBO examiners.

For Internal Assessments, where more than one teacher carries out the task, subject teachers work again collaboratively for the moderation of marks. The moderation is supported by a series of meetings.

- 1 Pre-meeting: Teachers of the same subject come together and analyze assessment criteria and their understanding of each criterion, assess previously marked samples, observe each other's marking and decide on indicators for each mark band as well as preparing the relevant assessment documentation.

- 2 Meeting on the day of the assessment: Teachers of the same subject meet to make final arrangements.

- 3 Post-meeting: Teachers of the same subject come together to cross-check each other's marking by analyzing student work so as to moderate their marking.

While this system applies mainly for Individual oral components in Language subjects, the other subjects apply similar systems.

Recording systems

At KAIHL, several systems specific for the needs of IB Diploma Programme and National Education Programme are in place to record students performances and progress. These include but are not limited to;

e-okul: It is used for mark entry for National Education Programme

Managebac: It is used for multiple purposes such as course design, assignments, giving feedback, sharing documents, communication, etc.

Turnitin: It is used to check authentication of students' work.

Google classroom: It is used for different subject teachers for multiple purposes.

Bookwidgets: It is used for Language B courses to design online assessments.

Reporting systems and communicating grades with the school community

A variety of methods like face-to-face/virtual interviews, e-mail group messages or written reports are used to communicate student progress throughout the two academic years. Curriculum outcomes and assessment practices are communicated through course outlines provided to students. Parents meetings are held in September of year 1 to clarify IB grading and answer any questions parents may have concerning IB assessments and to inform parents about course objectives and assessment practices. Parent-teacher interviews are held each semester, providing parents a time to meet with teachers to discuss their child's progress in each course. If needed, teachers consult with parents on an individual basis.

Course grades, based on school-based assessments, are reported to students and their parents on an ongoing basis through the use of password protected online accounts on ManageBac or National Education programme tool 'e-okul'.

Teachers submit students' predicted grades before IB exams for university applications.

Roles and Responsibilities of the Stakeholders

Students should

- Be responsible for writing down all homework tasks within deadlines i.e. Extended Essay, Internal Assessment, written assignments and oral works.
- Produce original work and honour academic integrity at all times.
- Use mark schemes or rubrics provided by teachers to achieve their best work and submit their work on time
- Correct mistakes when their work is returned to them according to teachers' feedback.
- Embrace each assessment and feedback as an opportunity for learning and development.

Teachers should

- Share assessment criteria and rubrics for each IB subject in advance so as to ensure that students become familiar with the expectations of the IBDP.
- Provide students with samples of graded work, which may have been produced by KAIHL students or taken from the official IB website MyIB "Programme Resource Centre".
- Use a mark scheme or rubric which shows the students what constitutes a successful piece of work.
- Provide multiple assessment opportunities and reflect upon assessment results in order to inform instruction and use a variety of assessment tools.
- Collaborate with colleagues to ensure that a balance of assessment tasks is given to students.
- Communicate with parents regularly and necessarily in case of concerns and notify all parents about students with grades of D or below after giving predicted grades.
- Use mutually agreed upon tools to ensure consistent recording and reporting of progress and return work in time with giving enough feedback.

Administration should

- Provide learning opportunities for school improvement.
- Keep records of achievement
- Publish IB subject guides, IB assessment criteria and exam schedule through the school website.
- Produce exam or test timetables with students and teachers.

Parents and Community should

- Embrace each assessment as an opportunity for learning.
- Help motivate their children and also help create a beneficial environment for effective learning.
- Follow students' progress in IBDP and contact the teachers and the coordinator if there are any concerns.

Timelines and deadlines

At KAIHL, all IB teachers are responsible for respecting IB deadlines and for setting internal timelines for students that take into consideration respecting students' workload and avoiding over-stressing them and providing timely feedback to students on written work. Teachers are also allowed time to check for authenticity of students' work on 'Turnitin' before submitting them on IB information system.

The timeline and deadline about the internal assessment tasks and end of year exams will be declared to students at the beginning of the year, namely September. Students are responsible for preparing and submitting their work before or at the due date.

The students who do not submit their work on the deadline will be graded according to rubric provided them while projects or works are given. Where KAIHL assessment policy is not covering a certain case, the IB Diploma Programme Assessment Procedures is valid.

Additionally, in the assessment process, there are two important concepts to be considered: reliability and validity. Validity is to assess the knowledge with an appropriate tool, whereas reliability is the consistency of consequent measurements for the same skill in different times. That is why, when assessment is designed, teachers should design assessment tools appropriate to learning outcomes.

Assessment and Academic Honesty

Kartal Anadolu İmam Hatip Lisesi places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, teachers, administration and parents. Students are expected to abide by the school's Academic Honesty Policy when completing any and all pieces of assessment work the overriding principles of which are outlined below:

- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that is unacceptable to present work arrived at through a process of collusion
- The policy is valid for all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB

The Assessment Policy review at KAIHL

The Assessment policy is reviewed regularly and kept up-to-date by referring to relevant IB publishings. The review takes place yearly or when there is a need for an urgent update. Certain groups are organized each time to review including the head of school, the coordinator, pedagogical leadership team members, teachers, students, or parents. If not all included actively, questionnaires are used for all to be involved in the process. The group members who are responsible for the review analyze relevant IB publishings, diagnose current assessment strategy/tool needs, gather opinions from different stakeholders, compare all with the current KAIHL assessment policy, and make necessary decisions and changes. In the beginning of each year, it is decided who will be involved and when the review will take place.

References

General regulations: Diploma Programme, (2016/updated 2019), IBO

Diploma Programme: From principles into practice, (2015), IBO

Assessment Principles and Practices—Quality Assessments in a Digital Age, (2018), IBO

Guidelines for Developing a School Assessment Policy in the Diploma Programme, (2010), IBO