



PRIVATE MAYA ANTALYA SCHOOLS

PYP - DP

ASSESSMENT POLICY

ANTALYA

2021-2022



IB MİSYONU

Kültürler arası anlayış ve saygı yoluyla daha iyi ve daha huzurlu bir dünya yaratmak isteyen, sorgulayan, bilgili ve duyarlı gençler yetiştirmeyi amaçlar.

Bu amaçla organizasyon, uluslararası geçerliliği olan üstün eğitim programları ve titiz ölçme-değerlendirme programları geliştirmek için okullar, hükümetler ve uluslararası kuruluşlarla işbirliği yapar.

Bu programlar, dünyanın her köşesinden öğrencileri, kendinden farklı olanların görüşlerinin de doğru olabileceğini anlayan, aktif, sevecen ve yaşam boyu öğrenen kişiler olmaya teşvik eder.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MİSYONUMUZ - OUR MISSION

Büyük Atatürk'ün manevi mirası olan bilimi temel kriter olarak alan, yaşam boyu öğrenen gençler yetiştirmek.

Nitelikli, kendine güvenen ve topluluk ile kendileri arasında birey olarak bir denge oluşturan gençleri yeniden bütünleştirmek.

Kendinden farklı olana aynı iç duygularla saygı duyan, hoşgörülü ve seven gençlik yetiştirmek.

TR -

Kendisiyle ve çevreyle barışık, kendini tüm yönleriyle değerlendirebilen, hoşgörülü ve başkalarının düşüncelerine değer veren gençler yetiştirmek.

Başarı ve mutluluğun, değişime ayak uydurmak ve çaba sarf etmekle geldiğini bilen, araştırarak sorgulayarak öğrenmeyi bilen, bilgiye ulaşmada kendi öğrenme modelini oluşturabilen gençler yetiştirmek

Temel değerlerimizi evrensel değerlerle dengeli bir şekilde harmanlayan, kültürlerarası anlayışı gerçekleştirip barışçıl bir dünya hedefinde olan gençler yetiştirmek.

To raise lifelong learners who take science, which is the spiritual heritage of Great Atatürk, as the basic criterion.

Reintegrating young people who are qualified, self-confident and create a balance between the community and themselves as individuals.

To raise tolerant and loving youth who respect the different with the same inner feelings.

EN -

To raise young people who are at peace with themselves and the environment, who can evaluate themselves in all aspects, are tolerant and value the opinions of others.

To raise young people who know that success and happiness come with adapting to change and making efforts, who know how to learn by inquiring, and who can create their own learning model for reaching information.

To raise young people who blend our core values with universal values in a balanced way, realize intercultural understanding and aim for a peaceful world.

Lebenslange Lernende zu erziehen, die die Wissenschaft, das spirituelle Erbe des großen Atatürk, als Grundkriterium heranziehen.

Wiedereingliederung junger Menschen, die qualifiziert und selbstbewusst sind und ein Gleichgewicht zwischen der Gemeinschaft und sich selbst als Individuen schaffen.

Toleranzvolle und liebevolle Jugendliche zu erziehen, die die Anderen mit den gleichen inneren Gefühlen respektieren.

DE -

Junge Menschen zu erziehen, die in Frieden mit sich selbst und der Umwelt sind und sich in allen Aspekten bewerten können, tolerant sind und die Meinungen anderer schätzen.

Junge Menschen zu erziehen, die wissen, dass Erfolg und Glück durch Anpassung an Veränderungen und Anstrengungen entstehen, die wissen, wie man durch Nachfragen lernt, und die ihr eigenes Lernmodell für das Erreichen von Informationen erstellen können.

Junge Menschen zu erziehen, die unsere Grundwerte auf ausgewogene Weise mit universellen Werten verbinden, ein interkulturelles Verständnis verwirklichen und eine friedliche Welt anstreben.

В качестве основного критерия -воспитывать учащихся на протяжении жизни принимать науку,как духовное наследие Великого Ататюрка.

Реинтеграция молодых людей, обладающих высокой квалификацией, уверенных в себе и создающих баланс между обществом и собой, как личностями. Воспитывать толерантную и любящую молодежь, уважающую мнение и чувства других.

Воспитывать молодых людей, которые могут оценивать и рецензировать себя во всех аспектах, быть в мире с окружающей средой,относится терпимо и уважительно ко мнению других людей,ценить каждого ,как личность.

RU -

Воспитывать молодых людей, знающих, что успех и счастье приходят через адаптацию к изменениям и прилагая усилия,это молодые люди, которые учатся, задавая вопросы, создавая свою собственную систематизированную модель обучения и развития. Воспитывать молодых людей, которые сбалансированным образом сочетают наши основные культурные ценности с универсальными ценностями, реализуют межкультурное понимание и стремятся к мирному миру.

Formar aprendices de por vida que tomen la ciencia, que es la herencia espiritual del Gran Atatürk, como criterio básico.

Integrar a jóvenes calificados, seguros de sí mismos y que creen un equilibrio entre la comunidad y ellos mismos como individuos.

Promover jóvenes tolerantes y amorosos que respeten a los diferentes con los mismos sentimientos internos.

ES -

Educar a jóvenes que estén en paz consigo mismos y con el entorno, que se autoevalúen en todos los aspectos, sean tolerantes y valoren las opiniones de los demás.

Formar jóvenes que sepan que el éxito y la felicidad vienen con la adaptación al cambio y el esfuerzo, que sepan aprender investigando, que puedan crear su propio modelo de aprendizaje para llegar a la información.

Educar a los jóvenes para que combinen nuestros valores fundamentales con los valores universales de una manera equilibrada, que logren el entendimiento intercultural y aspiren a un mundo pacífico.



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.

As IB learners we strive to be:

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 life.

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 analyse 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 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 we 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 in 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—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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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PRIVATE MAYA ANTALYA SCHOOLS

ASSESSMENT POLICY

OUR AIMS

Education in Private Maya Antalya Schools (PMAS) refers to a systematic structure developed by utilizing the findings of research. Educational practices in our school are based on scientific paradigms, and the holistic development of cognitive, affective and psychomotor fields is followed on a process basis. The most important part of the data collection process is measurement. After the measurement applications, the evaluation phase is started. After evaluating the data with all its stakeholders, feedback is provided to the system. After the evaluation phase, how the process should continue is planned and the process is made operational. The main purpose of the assessment processes applied in PMAS is to follow the development of the students and to implement the educational activities that the students need individually.

Our main goal at PMAS is to guide students in the development of life-long learners, researchers, questioners, thinkers, risk-takers, communicators, knowledgeable, balanced, reflective, sensitive and principled individuals. Evaluation of past learning, providing specialized evaluation for their individual and collective achievements, identifying the strengths and weaknesses to be reinforced in their skills, deepening and transforming the learning process into a lifelong learning experience, while providing constant feedback at the end of each ASSESSMENT stage are among our primary aims.

As PMAS, we think that it is also very important to support our students' social skills such as responsibility, respect, cooperation, conflict resolution and being a team player.

The school prepares all its policies with a management team from each branch, and a committee selected from among students and parents. These policies are reviewed before the start of each year and necessary revisions are made. The relevant committee list is attached as an annex.

ASSESSMENT PHILOSOPHY at PMAS

The evaluation philosophy and policy of PMAS is in line with that of the International Baccalaureate Programs. Students pursue their studies at PMAS using skills such as application, analysis, synthesis and evaluation.

Differentiation is also another ASSESSMENT strategy that we believe in here at PMAS. Through differentiation, students are given the opportunity to identify what they have learned, how they have learned it, and how they demonstrate it. Thanks to our Enneagram Based Education System, which forms the basis of Maya Schools, we aim to discover different learning styles depending on the personality of each student starting from kindergarten and to create studies that can be shaped to touch each of them. Each unit includes a variety of Teaching and Learning Approaches (ATT-ATL) skills. Students are given continuous feedback on the development of their ATL skills. In order to support and provide feedback to students on these issues, our school staff and the IB's own educational means are periodically planned and collaborated by the International Programs Coordinator within a 3-year long education plan.

In PMAS;

- The core of our educational approach is based on preparing an environment that will support our students, who are aware of their individual interests, who discover and learn while keeping curiosity.
- The philosophy that learning to learn is important, attention is paid to the development of learning opportunities.
- Providing means and disciplines such as visual arts, sports, music, drama and information technologies, through which students will have the opportunity to express themselves, is important.
- It is within our basic principles to support students' strengths and aspects that need improvement during the learning process.
- Inquiry is a process that needs to be planned in detail, from the beginning to the end, taking the learner profile into account.
- There is a learning and assessment-evaluation process in which different learning styles are taken into account.
- It is important to create a learning environment for students' interests with an interdisciplinary understanding that goes beyond the limitations of a single course.

- Care is taken to structure previous knowledge and experiences by combining them with new knowledge and experiences.
- Creating a learning environment that is not stuck in traditional boundaries and enriched with a transdisciplinary approach.
- Lifelong learning is at the center of our beliefs and actions.

The school prepares all its policies with a management team from each branch, and a committee selected from among students and parents. These policies are reviewed before the start of each year and necessary revisions are made. The relevant committee list is attached as an annex.

Each unit gathers at certain intervals. They work on the versions of the policies to be designed. The final version of each policy is to be reviewed and revised every year with the addition of new programs.

Regarding the work of the assesment policy, first of all, the sources related to the IB Evaluation Policy were searched and analyzes were made. After working on the topics that will constitute the policy, it commences to be shaped by collaboration of each related personnel and each unit. At first, the studies that were done separately in the PYP and DP areas were combined on a common draft. It was then forwarded for a final review to the appointed official advisors of both programs. Following the corrections from the consultants, the final version is to be shaped.

To ensure that evaluation criteria comply with IB requirements, PMAS are responsible for the following:

- Care is taken to select the final form of the rubrics published in the IB guidelines in determining the evaluation criteria.
- Collaborative development and implementation of assessment tasks with reference to both relevant IB guidelines and subject group overviews.
- Examining all assessment-evaluation elements that should be done in an academic year for PYP and DP.
- Presenting the evaluation criteria to students and parents.
- Having knowledge of IB command terms and using them in rubrics.
- Determining achievement expectations, comparing grading practices.

- Establishing a balanced system between the Ministry of National Education (MEB) and IB measurement and evaluation criteria.

ASSESSMENT PRINCIPLES

- All of the achievements determined by the Ministry of National Education (MEB) are implemented under the PYP's supra-disciplinary theme titles and by preparing unit plans that include the concepts, approaches, and skills determined by the PYP.
- Feedback is given to students and teachers in order to evaluate their learning and teaching processes.
- Learning styles, personal traits and student-specific individual differences are taken into account.
- Student progress is recorded regularly and feedback is given to parents on this issue.
- As a result of the feedback given, the student is given the opportunity to self-evaluate.
- There is a measurement and evaluation approach that covers the entire learning process and is student-centered.
- Our teachers regularly monitor students' research, questioning and participation in activities throughout the process, and make evaluations according to individual differences and make arrangements accordingly.
- Within the scope of Multiple Intelligence Theory, our course activities are organized in such a way as to ensure the development of the student in all areas such as Verbal - Linguistic, Logical - Mathematical, Visual - Spatial, Musical - Rhythmic, Bodily - Kinesthetic, Interpersonal, Inner and Natural intelligence. In the learning environment where he is allowed to learn by doing-experiencing, his connection with real life is reinforced.

PARTICIPANTS OF ASSESMENT at PMAS

Students: It is important that assesment practices that enable students to discover their own learning processes, who have the opportunity to develop their lifelong skills through peer relationships, are suitable for different personality traits, learning styles, interests and readiness levels. Through the prepared rubrics, students, while knowing the knowledge and skills they will acquire in advance,

making self-evaluation of their own learning processes, making them aware of the areas that need to be developed are some of the important issues we focus on. When connecting with real life, it is important for students who take responsibility for their own learning to reflect on their self-assessment.

Teachers: Teachers who research, think, plan before questioning, value students as they are, taking into account their personal and cultural identities, previous experience and learning, take care to ensure that the objectives of assessment practices are appropriate for the learner profile. Reflecting on the effect of teaching techniques on learning, teachers predetermine the criteria for the outcome of the relevant application and explain all stages of teaching and learning to students through rubrics. After determining the evaluation goals, applying and recording, teachers share the evaluation data, reflect on the outcomes of ongoing assessments while considering different personality traits, learning styles, interests, and readiness levels.

Parents: Partnerships between school and family support learning, development and student engagement. The parents, who are given feedback on the assessment results, support students by creating the right environment, providing sufficient resources, and contributing to their individual development. Reflecting on the evaluation outcomes, parents give feedback to the school and the teacher about their efforts.

OUR ASSESMENT APPLICATIONS

As mentioned in the fourth section of the Ministry of National Education Pre-School Education and Primary Education Institutions Regulation, Article 20, the objectives and achievements specified in the curriculum are taken as basis in the measurement and evaluation of success. The units are studied within the scope of PMAS Inquiry Program after the subject acquisitions in the curriculum and the interdisciplinary themes of the inquiry program are matched. The inquiry process consists of three stages: preliminary evaluation, process evaluation, and final evaluation:

A. PRELIMINARY EVALUATION

It includes studies in which students' prior knowledge is evaluated at the beginning of the learning process. The aim is to determine the readiness levels of the students and to determine the methods and practices to be followed during the inquiry.

Student Recognition and Readiness:

Before admission to the school, a student recognition study is carried out by the psychological counseling and guidance unit for the affective, cognitive, linguistic and psychomotor developments of the 3-4 year old, 5 year old and 6 year old groups. With the readiness study applied at all levels starting from the 1st grade, we determine to what extent our students have transferred the knowledge and skills they acquired in the previous academic year to the new academic year, and how our students started the academic year. As a result of the evaluations, the studies to be carried out in that academic year are arranged.

Oxford Placement Test:

Except for the Grade 1 students, at the beginning of each academic year, this is the first stage of the preliminary evaluation processes we use to determine the readiness of our students in using the English language.

Oxford AQA Placement Test:

The Oxford International Assessment and Qualification Alliance is one of the world's leading providers of international teaching programs and qualifications in exam practice and is considered as the UK's largest provider of GCSEs and A-levels.

In this context, students are included in the OXFORD AQA INTERNATIONAL GCSE program with the selection made from among the already existing or newly enrolled Grade 9 students with adequate English PMAStery. It is implemented in our school by integrating the MEB English curriculum and the GCSE English curriculum.

Oxford International Assessment and Qualification Alliance (Oxford AQA) is one of the most important institutions in the world that provides international teaching programs and qualification documents in the field of exam practice. In two-year AQA curriculum, students complete English, Mathematics, Physics, Chemistry and Biology courses in English. At the end of Grade 10, students attend the external exams conducted by Oxford and receive a certificate.

Grade 9 students who wish to participate in AQA Program have to sit Oxford Placement Test and prove they are have an English competency of at least CEFR A2 level. Then, eligible students who want to join the Oxford AQA program also have to take the Oxford AQA Math & Science Exam. This exam consists of questions that measure reading comprehension, linking multidisciplinary knowledge, and interpretation skills covering Grade 8 curriculum of the Ministry

of National Education. In order to calculate their total score, 50% of the Oxford Placement Test score and 50% of the AQA Math & Science Exam score are taken. Finally, all students are ranked according to their total scores and the ones who achieve 70 or above out of 100 are placed into a class of maximum 20 students.

Kindergarten and Grade 1 Finger Muscle Measurements:

Writing teaching is a skill acquisition training. The development of the finger muscles, the grip and compression forces of the fingers holding the pen and the pressure applied to the pen are important in acquiring this skill. This study is about measuring the small and large motor muscle development of our students. In this application, preventive studies are carried out regarding incorrect pencil grips by closely monitoring students' pencil grip styles.

Conditional Measurements:

The determination of our students' physiological development, height, weight, body PMASs index, quickness, flexibility and agility at the beginning of each academic year is one of our preliminary evaluation practices. The physical development of our students is followed up every year and the results of the renewed evaluation are reported to the parents.

B. PROCESS EVALUATION

It includes activities aimed at improving learning by providing regular and frequent feedback to parents, students and teachers. The aim is to determine the change and development of the student during the learning process. Considering the philosophy of lifelong learning, process evaluation also plays an important role in planning further learning.

Termly Evaluation Practices:

Our school primarily carries out its studies to implement the standards defined by the Ministry of National Education (MEB). Accordingly, an academic year consists of two semesters that complement each other in terms of assesment. The success of the course is determined by written exams, practical exams, performance studies and projects according to the nature of each subject course. Exam questions are prepared on the basis of learning outcomes with general and specific purposes specified in the curriculum.

Activities to determine the status of students consist of participation in lectures and activities and performance studies. In determining the success of students, importance is given to tools and

methods that measure critical and creative thinking, research, questioning, problem solving and similar skills. In measuring students' success, appropriate measurement tools are used in terms of validity, reliability and usefulness. Answer keys, rubrics or checklists are prepared and used according to the characteristics of the measurement tool. (MEB Secondary Education Institutions Regulation, 2017)

| Puan | Derece |
|---------------|---------------|
| 85,00 - 100 | Excellent |
| 70,00 - 84,99 | Good |
| 60,00 - 69,99 | Adequate |
| 50,00 - 59,99 | Pass |
| 0 - 49,99 | Fail |

In addition, at the end of each year, a Maya Termly Evaluation Practice is carried out according to the characteristics of each course.

Attainment Evaluation Practices:

With Sebit VCloud, one of our IT solutions partners, an Attainment Evaluation Practices (AEP) is made twice a year. These are applications that show the level of learning without points at the level of achievements for our students within the scope of primary school.

Within the scope of high school, a regular exam system, in which the subject related attainments are evaluated, is implemented at Maya Schools. Accordingly, an Achievement Assessment Exam (also known as a Practice Exam in the school) is administered for our Grade 9 students once a month, for our Grade 10 students once every 15 days, and for our Grade 11 and 12 students every week.

Oxford Placement Test Practices:

In order to maximize the development of our students' ability to use the English language, Oxford Placement Test is administered twice a year, at the end of the academic year in Grade 1, and twice at the beginning and end of each academic year on other levels. Students' English competency progresses are regularly followed up within this framework.

Newly enrolled high school students are divided into courses according to the grades they receive at the beginning of the year. Their English levels are evaluated at the end of each academic year as

well. Depending on the progress a student makes throughout an academic year, they can be given the right to move to higher level English courses.

Oxford AQA International Exam:

Grade 9 students take the Oxford Placement exam also to follow the lessons within the scope of the Oxford AQA Program. Those students who obtain a high score from this exam are also eligible to participate in the AQA Program.

After the course period which lasts two years during Grade 9 and Grade 10, with the exams held all over the world in May in each academic year, Grade 10 students may complete the AQA program and obtain a certificate containing the scores they have received.

TOEFL International Foreign Language Exam Applications:

In order to determine our students' language skills through international exams, our students attend Toefl Primary at the end of Grade 4, Toefl Junior at the end of Grade 8, and TOEFL IBT after Grade 11 or 12. The language proficiency of our students who participate in these exams is also certified on the international platform.

Maya Core (Personality Based Program):

With the understanding that each of our students is as unique as their fingerprint, Maya Core is applied in the 1st and 5th grades. In the 1st grade, the work done by our parents while considering the student characteristics is executed by our students in the 5th grade. With the Maya Core application, personality traits of our students are determined. Studies and suggestions are made by taking personal traits of our students into account.

Individual Learning Styles Inventory:

While the 20th century is a century that proves that every individual is as different and special as a fingerprint, PMAS holds the belief that the 21st century will be a century in which these findings are put into practice, learning styles inventory is applied at the level of 2nd, 4th and 7th grades and the characteristics of our students. The course activities and student behaviors are structured in line accordingly. Feedback is given to parents about getting to know their children as students. The layout of our educational work is structured by evaluating it according to the criteria determined in learning styles.

Conditional Measurements:

By comparing the measurements in the fields of height, weight, body PMASs index, agility, and flexibility made at the beginning of the academic year with the conditional measurements repeated throughout the year, while monitoring the physiological development of our students, their physical activity preferences and abilities are also determined.

“What Have We Learned?” and Text Dictation Application:

Our 2nd and 3rd grade students participate in this weekly practice, by preparing measurement tools for open-ended questions, case studies and problems they may encounter in life, in order to observe our students' multi-dimensional thinking processes. In this application, students do not receive any marks or scores. Evaluations are made through rubrics and parents monitor student progress in detail in their e-reports. Our teachers structure lessons according to these evaluation results.

“Analysis of the Week” Application:

The "Analysis of the Week" application is carried out to monitor the progress of our students and to evaluate the week. With the "Analysis of the Week", a lesson is evaluated every week. Our 4th, 5th, 6th and 7th grade students participate in the practice, which includes Turkish, Mathematics, Science and Technology, Social Studies and English lessons.

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Process Evaluation Exam (PEE):

Process Evaluation Exams (PEE) are administered via the Sebit VCloud platform on the Internet at the 4th, 5th and 6th grade levels; Turkish, Mathematics, Science and Social Studies courses at the 7th grade level; It includes Turkish, Mathematics, Science, Social Studies, English, Religious Culture and Ethics courses. The scope of the exam is formed by dividing the achievements into terms in accordance with the annual plans. With the PEE exams prepared by Sebit VCloud, one of our solution partners at 4-week intervals, important data is provided for the assesment process with the detailed reports obtained according to the exam results of our students, and thus the educational structure is supported to increase the student achievement in exams.

C. CONCLUSIVE EVALUATION

They are applications that contribute to the learning and teaching processes, where students have the opportunity to exhibit what they have learned, are directed to action, and whether the main idea is understood or not. The aim is to measure the extent to which unit goals are achieved.

Project Assignments:

We aim to increase the life skills of our students with project assignments in which they will reflect what they have learned into practice. As defined in the Regulation on Pre-School Education and Primary Education Institutions of the Ministry of National Education, students can do research, research and comment on a field or subject they want, as a group or individually, to develop opinions, reach new information, produce original thoughts and make inferences under the guidance of the lesson teacher. Project assignments result in evaluation applications. As PMAS, we allow our students to produce a work, present it, ask questions to the community about the work they present, and answer the questions asked at them. Through project homework applications, students are encouraged to research, inquire, think, communicate, and become prolific discoverers of life. We aim to raise international minded individuals who are ready to make an impact on the way to protect the planet.

At the same time, all the issues specified in the Article 50 of the 4th Section of the Regulation on Secondary Education Institutions of the Ministry of National Education are also the contents applied by our school. These items are as follows;

- (1) According to the characteristics of the schools, students do seminars, conferences and similar studies for project and performance work and community service activities, apart from the exams. Students perform at least one work or study for all courses in each semester and prepare a project for at least one course in each academic year.
- (2) Students' achievements in national and international competitions during the academic year are awarded with full mark as one project or performance score of the two issued on the yearly termly subject report of the relevant course.
- (3) The school administration is notified by the classroom guidance teachers from which course(s) the students will prepare a project.
- (4) Necessary measures are taken by the school administration in order for the students to make effective and efficient use of facilities such as laboratories, computers, internet, library, gymnasium and conference hall in project and seminar studies.
- (5) Within the framework of cooperation, conferences and seminars can be organized in accordance with the aims of the school, provided that permission and approval are obtained from the relevant authorities.

(6) Community service activities are given importance. Necessary measures are taken by the school administration in order to encourage students to participate in these activities.

(7) Project and performance work is evaluated with points. Community service activities and other work are not scored; however, it is documented at the graduation of the students.

(8) Two separate performance marks are awarded to a student for each subject termly. Evaluation scales related to performance work, project and other work are determined by group decisions. One of them is given according to the performance work done within the scope of the first paragraph, and the other is given according to the student's preparation, attendance, active participation and exemplary behavior. Based on the performance study, one more performance point can be given with the decision of the group.

Portfolio Presentations:

A portfolio consisting of the products chosen by our students from the works they have done during the term is created. It is held at least twice a year in a class or a venue where our students, teachers and parents gather. During the execution of the portfolio exhibition stage, students present their cumulative work to their teachers and parents. The parents, who are presented about the work of their children by students themselves, become aware of their child's strengths, and need to be supported, and work accordingly.

On the basis of each program, all portfolio studies are related to the PYP and DP content will be carried out by the related subject teachers at our school. The exhibition prepared at the end of the program within the scope of the PYP program, and the CAS and ToK presentations within the scope of the DP program can be given as examples of the works within this scope.

STEAM (Science- Technology-Engineering- Arts- Maths) Applications:

In PMAS, it is aimed to bring together more than one discipline with holistic approaches and to support the strengthening of the bond between the elements that make up the learning process. The STEAM application, created by different disciplines such as Science, Technology, Engineering, Art and Mathematics, supports our students to develop innovative solutions for the problems they see in their environment. Students, who have worked on a local or global problem with their classroom teachers, make designs for the solution of the problem they have researched and questioned in the visual arts lesson, and transfer the designed product to the digital environment in the Information Technologies lesson.

DIFFERENT APPLICATIONS

ARTE/SCIENZA CERTIFICATE

Students are expected to keep portfolio files at Private Maya Anatolian High Schools. Private Maya Antalya Anatolian High Schools students have digital and printed portfolio files. Students receive a certificate

when they participate in activities, projects, social clubs, seminars, or any kind of outdoor camps during their high school education after successful completion. Certificates are added into the student's portfolio file and student progress is monitored, directed and evaluated by the advisor teacher. When the high school education process is completed, the portfolio file is evaluated by the teachers' board and the student is entitled to receive the Arte/Scienza Certificate together with the graduation diploma. When a student completes his/her high school education, the portfolio file is given back to him/her. The Arte/Scienza Certificate is a document that proves that our students have a rich and successful experience in different areas of development in their resumes.

Arte/Scienza Certificate Program consists of sub-categories like extensive and intensive reading, Mastery in English, participation in personal development seminars, social club activities, project studies, four camps in four years, community service studies, eight 21st century skills in eight terms program, and individual studies.

Arte/Scienza Program criterion is as follows:

| NAME of the PROGRAMME | TOTAL SCORE | DESCRIPTION | MINIMUM ACHIEVEMENT SCORE EXPECTED as of GRADE 9 | MINIMUM ACHIEVEMENT SCORE EXPECTED as of GRADE 10 | MINIMUM ACHIEVEMENT SCORE EXPECTED as of GRADE 11 | MINIMUM ACHIEVEMENT SCORE EXPECTED as of GRADE 12 |
|--|-------------|---|--|---|---|---|
| 21st Century Skills | 400 | 8 SEMESTRES 8 SKILLS 50X8=400 points | 350 Points | 250 Points | 50 Points | 00 Points |
| Community Service | 100 | 4 YEARS 100 HOURS 1X100=100 points | 80 Points | 70 Points | 0 Points | 5 Points |
| Social Club Activities | 400 | Semestre Work 50 Points / Annual Work 100 Points | 350 Points | 250 Points | 50 Points | 00 Points |
| Reader Youth | 480 | 4 YEARS 24 BOOKS 24x20=480 Points | 440 Points | 320 Points | 00 Points | 0 Points |
| Projects | 200 | 4 Years 4 Projects 4X50=200 Points | 200 Points | 150 Points | 00 Points | 0 Points |
| NOTE: The scores of the students who received national and international awards for their project work are given below. National Award Winning Projects: 100 points. International award-winning projects: 200 points. | | | | | | |
| Personal Development Seminars | 150 | 10 PERSONAL DEVELOPMENT SEMINARS in FOUR YEARS 10X15=150 Points | 120 Points | 90 Points | 0 Points | 0 Points |

| | | | | | | |
|---|------|-----------------|-------------|-------------|-----------|-----------|
| Four Camps in Four Years | 200 | 4X50=200 Points | 150 Points | 100 Points | 00 Points | 0 Points |
| TOTAL SCORE | 1850 | | 1690 Points | 1230 Points | 20 Points | 35 Points |

IB DP PROGRAM EVALUATION

The main features of the assessment applied in the PMAS International Baccalaureate Diploma program are as follows:

- Criteria-based evaluation.
- Official IB assessments and process assessments developed by the school to support students.
- Evaluating the student not only with the final grade, but also with the skills and abilities of the entire program.

The IB measures candidates' attainment through both internal and external evaluations. External assessment is the most basic form of assessment of IB courses because of its objectivity and reliability. Apart from the IB final exams held at the end of two years, Extended Essay (EE), Theory of Knowledge (TOK) thesis and Process Portfolio are also within the scope of external evaluation. The types of questions asked in the final exams are as follows:

- Text types
- Structured problems
- Short answer questions
- Data-response questions
- Text based questions
- Case study questions
- Multiple choice questions
- Listening-Answer questions

Internal evaluation includes work evaluated by the subject teacher and submitted to the IB for moderation.

- Oral presentations (Language lessons)
- Laboratory studies (Science lessons)

- Research and Investigation (Mathematics, Science)

Internal Assessment

It is very important for teachers to take an active role in the student evaluation process and to grade according to the IB evaluation criteria. For this purpose, the teacher evaluates the students by making an internal assessment. Internal assessment is an activity for each course prepared according to the procedures mentioned in the DP course manual and the regulation handbook. Such assessments include oral and written presentations in language, laboratory work in science, research in mathematics, portfolio and exhibition work in CAS.

Internal assessment studies contribute to the end-of-year grade, between 20% and 30% of the total grade. The studies randomly selected by the IBIS from the studies evaluated by the course teacher are sent to the IBO moderation in terms of trust factor. Internal assessments play a crucial role in determining a student's final grade and this process requires the utmost care. At the beginning of the academic year, DP teachers and DP coordinator share the content, duration and deadlines of the internal evaluation of each course with students and parents; this allows students to make a balanced study program.

Teachers anticipate the estimated grades students will receive based on their achievements during the Diploma Program and within the scope of IB standards. Estimated grades are also given for Theory of Knowledge and Extended Essay. Estimated grades are required for students' university application and admissions before the official exam results are released by the IB.

They hold a meeting with all teachers about deciding on all evaluation criteria, standardization processes, and registration and reporting processes in order to ensure common learning processes, and take joint decisions together. They will continue these processes in the joint meetings held regularly every week. Separate meetings can also be scheduled if necessary.

External Assessment

External assessment requires the exams prepared by the IBO to be administered in schools and sent back to the IBO for grading. Such assessments include essays, structural problems, short-answer questions, knowledge-answer questions, text-based questions, case study questions, and multiple-choice questions.

In addition to these exams, there are other studies that go into external evaluation: World Literature assignments, Theory of Knowledge article, and Extended Essay. These studies are completed over a longer period of time under the supervision of the teacher and submitted electronically to the IB for external evaluation.

The implementation of the Diploma Program exams, which are administered in May and last for three weeks (time and type of exam, appointment of the exam invigilator, determination of the exam hall, start and end times of the exam, materials to be used and not used, violation of the rules) are administered with great care in accordance with the rules specified in the IB exam regulations.

IB Diploma Program Scores

The final Diploma grade of the IB student is formed by the combination of the grades he/she has taken from each course. A student who scores at least 24 is eligible for the IB Diploma provided that he/she has fulfilled the requirements of the core courses.

Core courses of Theory of Knowledge (TOK) and Extended Essay (EE) can contribute 3 points to the

Diploma grade. Although the third core course, Creativity-Activity-Service (CAS), is not graded, it is an essential component that must be completed in order to receive the diploma.

| | | <i>Theory of knowledge</i> | | | | |
|-----------------------|--------------------------|----------------------------|------------------|--------------------------|----------------------|-----------------------------|
| | | Excellent A | Good B | Satisfactory C | Mediocre D | Elementary E |
| <i>Extended essay</i> | Excellent A | 3 | 3 | 2 | 2 | 1 |
| | Good B | 3 | 2 | 1 | 1 | 0 |
| | Satisfactory C | 2 | 1 | 1 | 0 | 0 |
| | Mediocre D | 2 | 1 | 0 | 0 | 0 |
| | Elementary E | 1 | 0 | 0 | 0 | Diploma will not be awarded |

TOOLS AND STRATEGIES

Tools:

Our measurement and evaluation tools include finger muscle measurement reports, personality traits analysis reports, learning styles analysis reports, conditional measurement reports, rubrics created for grading in all areas, student work samples, student observation records created with the support of the guidance unit, statistics showing the developmental stages of learning.

Various assessment tools are used to assess student achievement and provide feedback to students on their performance. Feedback provided using assessment purposes aims to enhance learning. Teachers are encouraged to use assessment tasks that are constructivist in nature and need to design unique assessment tasks and tools that provide students with opportunities to apply their knowledge and skills to real-life situations. Such assessment tools may include, but are not limited to:

rubrics

Self-assessment

Peer Review

Checklists

Critical Thinking Activities

Discussions / Interviews

Written assignments

Written exams

Presentations / Magazines

teacher notes

Open-ended questions

Projects on different subjects and in different classes

DP Internal / External Evaluations (Grade 11 and 12)

Group 4 Project (11th / 12th Grade)

Extended Essay (Class 11/12)

National and International Projects

Laboratory Tasks / Experiments

Exams

Posters, diagrams, observations, etc. student-produced studies.

Strategies:

The teacher, who supports his students with a supra-disciplinary approach during learning and teaching, not only observes the class as a whole, but also observes each student individually, taking into account their different characteristics. Before measurement and evaluation, students are prepared for the process, evaluation criteria are shared with students in advance. The teacher observes the student with the support of the psychological counseling and guidance unit. Observation is recorded.

The assessment and evaluation process may be related to events or problems that may be encountered in real life with open-ended questions, or it may consist of questions in multiple-choice form.

REPORTING

Finger Muscle Measurements, Maya Core (Personality Types Based Program), Finger Muscle Measurements, Learning Styles and Conditional Measurement Reports:

Reports on Finger Muscle Measurements, Maya Core, Learning Styles and Conditional Measurements, which allow individual follow-up of students, are shared with parents.

Newsletters: Following the bulletins on the planning, the work done by the students is shared with the parents.

Reports: The report cards, in which we report the progress of our students, are shared with the parents at the end of the semester.

Parent Meetings: General parent meetings are held in cases where information on general programs, sharing of common issues, and joint decisions are required.

Parent-Teacher Interview: In order to share information about the development status of our students, individual parent and teacher interviews are held.

Guidance Unit Reports: The reports presented to the parents by administration, teacher, and students.

TYPES OF ASSESSMENT

Assessment for Learning:

Assessment for learning, whose purpose is to support the learning process, is a form of iterative and interactive assessment that takes place throughout the learning process. In assessment for learning based on active student participation, written and oral works, observations, applied questionnaires provide data on students' understanding, knowledge, skills and dispositions.

Summative Assessment:

Summative Assessment aims to document and report progress in learning. Student participation is more limited compared to the one in Assessment for Learning. It covers standardized tests, exams and practices. It is carried out at the end of the unit, the end of the semester and the year, or at the end of a programme.

Evaluation of Learning:

Evaluation of learning is an iterative and interactive form of assessment that takes place throughout the learning process, the purpose of which is to support students in becoming self-directed, lifelong learners.

IB COURSES and ASSESSMENT CRITERIA

SCIENCE SUBJECTS

By studying science in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it

is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the DP science course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

Internal assessment details

Internal assessment component

Duration: 10 hours

Weighting: 20%

- Individual investigation.
- This investigation covers assessment objectives 1, 2, 3 and 4.

Internal assessment criteria

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

| | | | | | |
|---------------------|-------------|----------|------------|---------------|-------|
| Personal engagement | Exploration | Analysis | Evaluation | Communication | Total |
|---------------------|-------------|----------|------------|---------------|-------|

| | | | | | |
|--------|---------|---------|---------|---------|-----------|
| 2 (8%) | 6 (25%) | 6 (25%) | 6 (25%) | 4 (17%) | 24 (100%) |
|--------|---------|---------|---------|---------|-----------|

Levels of performance are described using multiple indicators per level. In many cases the indicators occur together in a specific level, but not always. Also, not all indicators are always present. This means that a candidate can demonstrate performances that fit into different levels. To accommodate this, the IB assessment models use markbands and advise examiners and teachers to use a **best-fit approach** in deciding the appropriate mark for a particular criterion.

Personal engagement

This criterion assesses the extent to which the student engages with the exploration and makes it their own. Personal engagement may be recognized in different attributes and skills. These could include addressing personal interests or showing evidence of independent thinking, creativity or initiative in the designing, implementation or presentation of the investigation.

Exploration

This criterion assesses the extent to which the student establishes the scientific context for the work, states a clear and focused research question and uses concepts and techniques appropriate to the Diploma Programme level. Where appropriate, this criterion also assesses awareness of safety, environmental, and ethical considerations.

Analysis

This criterion assesses the extent to which the student's report provides evidence that the student has selected, recorded, processed and interpreted the data in ways that are relevant to the research question and can support a conclusion.

Evaluation

This criterion assesses the extent to which the student's report provides evidence of evaluation of the investigation and the results with regard to the research question and the accepted scientific context.

Communication

This criterion assesses whether the investigation is presented and reported in a way that supports effective communication of the focus, process and outcomes.

ASSESSMENT AT A GLANCE

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | WEIGHTING OF FINAL GRADE (%) |
|---------------------------------|--|--------------|------------------------------|
| External | | 4.5 | 80 |
| Paper 1 | 40 multiple-choice questions | 1 | 20 |
| Paper 2 | Data-based, short answer and extended response questions | 2.25 | 36 |
| Paper 3 | Data-based, short answer and extended response questions | 1.25 | 24 |
| INTERNAL | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

External assessment details—SL

Paper 1

Duration: $\frac{3}{4}$ hour Weighting: 20% Marks: 30

Paper 2

Duration: $1\frac{1}{4}$ hours Weighting: 40% Marks: 50

Paper 3

Duration: 1 hour Weighting: 20% Marks: 35

External assessment details—HL

Paper 1

Duration: 1 hour Weighting: 20% Marks: 40

Paper 2

Duration: $2\frac{1}{4}$ hours Weighting: 36% Marks: 72

Paper 3

Duration: $1\frac{1}{4}$ hours Weighting: 24% Marks: 45

BIOLOGY SL /HL

Course description and aims

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

CHEMISTRY SL /HL

Course description and aims

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

PHYSICS SL /HL

Course description and aims

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

LANGUAGE A: LANGUAGE AND LITERATURE

Course description and aims

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

Curriculum Model Overview

| SYLLABUS COMPONENT | RECOMMENDED TEACHING HOURS | |
|-----------------------------------|-----------------------------------|-----------|
| | SL | HL |
| Readers, writers and texts | 50 | 80 |
| Time and space | 50 | 80 |
| Intertextuality: connecting texts | 50 | 80 |
| Total teaching hours | 150 | 240 |

| | | |
|----------------------------|----|----|
| Readers, writers and texts | 50 | 80 |
|----------------------------|----|----|

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

INTERNAL ASSESSMENT DETAILS—SL/HL

Individual oral

Duration: 15 minutes. (10 minutes: student delivery of the oral; 5 minutes: teacher questions)

Weighting: 30% for SL, 20% for HL

The nature of the task

Internal assessment criteria

| | | |
|-------------|---|----------|
| Criterion A | Knowledge, understanding and interpretation | 10 marks |
| Criterion B | Analysis and evaluation | 10 marks |
| Criterion C | Focus and organization | 10 marks |
| Criterion D | Language | 10 marks |

| | |
|--------------|-----------------|
| Total | 40 marks |
|--------------|-----------------|

ASSESSMENT AT A GLANCE

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | | WEIGHTING OF FINAL GRADE (%) | |
|----------------------------------|---|--------------|------|------------------------------|----|
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1: Guided textual analysis | Guided analysis of unseen non-literary passage/passages from different text types. | 1.25 | 2.25 | 35 | 35 |
| Paper 2: Comparative essay | Comparative essay based on two literary works written in response to a choice of one out of four questions. | 1.75 | 1.75 | 35 | 25 |
| HL essay | Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied. | | | | 20 |
| Internal | | | | | |
| Individual oral | Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue. | | | 30 | 20 |

MATHEMATICS: ANALYSIS AND APPROACHES SL/HL

COURSE DESCRIPTION AND AIMS

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

The aims of all DP mathematics courses are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics.

Internal assessment criteria—SL and HL

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements at SL and at HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. It is marked according to five assessment criteria.

| | |
|--------------------|----------------------------|
| Criterion A | Presentation |
| Criterion B | Mathematical communication |
| Criterion C | Personal engagement |
| Criterion D | Reflection |
| Criterion E | Use of mathematics |

External assessment details—SL

General information

Paper 1

Duration: 1 hour 30 minutes

Weighting: 40%

Paper 2

Duration: 1 hour 30 minutes

Weighting: 40%

External assessment details—HL

General information

Papers 1

Duration: 2 hours

Weighting: 30%

Paper 2

Duration: 2 hours

Weighting: 30%

Paper 3

Duration: 1 hour

Weighting: 20%

ASSESSMENT AT A GLANCE

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | | WEIGHTING OF FINAL GRADE (%) | |
|--------------------|---|--------------|----|------------------------------|----|
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1 | No technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 2 | Technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 3 | Technology allowed. Two compulsory extended-response problem-solving questions. | | 1 | | 20 |
| Internal | | | | | |
| Exploration | | 15 | 15 | 20 | 20 |

LANG B: ENGLISH SL/HL

COURSE DESCRIPTION AND AIMS

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through

the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

The following aims are common to both language B and language ab initio.

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.

2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.

3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.

4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.

5. Develop students' awareness of the importance of language in relation to other areas of knowledge.

6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

7. Provide students with a basis for further study, work and leisure through the use of an additional language. 8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

Curriculum model overview

The curriculum is organized around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

Internal assessment details—SL

Interactive skills: Individual oral assessment

Duration: 12–15 minutes (plus 15 minutes for preparation)

Weighting: 25%

Internal assessment details—HL

Interactive skills: Individual oral assessment

Duration: 12–15 minutes (plus 20 minutes for preparation)

Weighting: 25%

External assessment details—SL

Paper 1: Productive skills—writing

Duration: 1 hour 15 minutes

Weighting: 25%

Paper 2: Receptive skills—listening and reading

Duration: 1 hour 45 minutes

Weighting: 50% (25% listening comprehension, 25% reading comprehension)

Paper 2 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

External assessment details—HL

Paper 1: Productive skills—writing

Duration: 1 hour 30 minutes

Weighting: 25%

Paper 2: Receptive skills—listening and reading

Duration: 2 hours

Weighting: 50% (25% listening comprehension, 25% reading comprehension)

Paper 2 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

GLOBAL POLITICS SL/HL

COURSE DESCRIPTION AND AIMS

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case

studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

The aims of the global politics course at SL and HL are to enable students to:

1. understand key political concepts and contemporary political issues in a range of contexts
2. develop an understanding of the local, national, international and global dimensions of political activity
3. understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
4. appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.
- 5.

Internal assessment criteria—SL and HL

The internal assessment requirements of global politics at SL and at HL are briefly as follows.

- At SL and HL, students undertake an engagement through which they explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyse and evaluate the issue, supported by additional complementary research.
- At HL, students additionally conduct in-depth research into two case studies of two global political challenges and prepare an oral presentation on chosen political issues in the case studies. The presentations are video recorded.

Internal assessment details

Engagement activity

Duration: 20 hours

Weighting: 25% at SL;

20% at HL

HL extension

Duration: 90 hours

Weighting: 20%

External assessment details

Paper 1

Duration: 1 hour 15 minutes at SL and HL

Weighting: 30% at SL;

20% at HL

Paper 2

Duration: 1 hour 45 minutes at SL; 2 hours 45 minutes at HL

Weighting: 45% at SL;

40% at HL

CORE

CAS(CREATIVITY/ ACTION /SERVICE)

Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student’s DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school’s CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school’s CAS coordinator/adviser.

Typically, students’ service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

| Learning outcome | Descriptor |
|---|--|
| Identify own strengths and develop areas for growth. | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others. |
| Demonstrate that challenges have been undertaken, developing new skills in the process. | A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area. |
| Demonstrate how to initiate and plan a CAS experience. | Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous |

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| | experience or by launching a new idea or process. |
| Show commitment to, and perseverance in, CAS experiences. | Students demonstrate regular involvement and active engagement in CAS. |
| Demonstrate the skills and recognize the benefits of working collaboratively. | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| Demonstrate engagement with issues of global significance. | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally. |
| Recognize and consider the ethics of choices and actions. | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

EXTENDED ESSAY

Course description and aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Overview of the extended essay process

THE EXTENDED ESSAY PROCESS

The research process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.

Writing and formal presentation

The required elements of the final work to be submitted are as follows.

Title page

Contents page

Introduction

Body of the essay

Conclusion

References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process.

The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed.

The final reflection session is the viva voce. The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process.

The viva voce serves as:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties
- an opportunity to reflect on what has been learned
- an aid to the supervisor's report.

Assessment at a glance

| Assessment criteria | Description |
|-----------------------------|---|
| Focus and method | The topic, the research question and the methodology are clearly stated. |
| Knowledge and understanding | The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts. |
| Critical thinking | Critical-thinking skills have been used to analyse and evaluate the research undertaken. |
| Presentation | The presentation follows the standard format expected for academic writing. |
| Engagement | The student's engagement with their research focus and the research process. |

THEORY of KNOWLEDGE

Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop inter-cultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge

Assessment model

Students are required to complete two assessment tasks for TOK.

- Theory of knowledge exhibition
- Theory of knowledge essay on a prescribed title

Assessment objectives

Having completed the TOK course, students should be able to:

- ✓ demonstrate TOK thinking through the critical examination of knowledge questions
- ✓ identify and explore links between knowledge questions and the world around us
- ✓ identify and explore links between knowledge questions and areas of knowledge
- ✓ develop relevant, clear and coherent arguments
- ✓ use examples and evidence effectively to support a discussion
- ✓ demonstrate awareness and evaluation of different points of view
- ✓ consider the implications of arguments and conclusions.

Assessment details

| Type of assessment | Format of assessment | Hours | Weighting |
|--|--------------------------------|-------|------------|
| External | Theory of knowledge essay | 10 | 2/3 or 67% |
| Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners. | | | |
| Internal | Theory of knowledge exhibition | 8 | 1/3 or 33% |
| Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course | | | |

FAILURE CONDITIONS

A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

ASSESSMENT POLICY RELATIONSHIP with OTHER POLICIES

In PMAS, it is important that the ASSESSMENT policy interacts with other policies.

Admission Policy:

Turkish language proficiency is obtained by taking the Maya Schools Placement Exam administered before admission to the school, and data about English language level is obtained by taking the Oxford placement exam.

Behavior Policy:

Our main goals in the inquiry program, which is organized according to transdisciplinary themes, are to develop social skills such as responsibility, respect, cooperation, conflict resolution, and team play.

Academic Integrity Policy:

PMAS supports its students in creating original and creative products within the scope of studies aimed at developing their inquirer, knowledgeable, balanced, thinker, sensitive, risk-taker, open-minded, principled, communicator and reflective profiles. In this context, the principle of academic honesty is also important in terms of ASSESSMENT.

Special Educational Needs (SEN) Policy:

In PMAS, it is important to provide individual support to students who have specific learning needs or who have difficulties, and to apply individual exams when needed. Individualized Education Program (IEP) is taken as a basis in the ASSESSMENT of students who continue their education and training through inclusive education as a MEB practice.

Language Policy:

In PMAS, communication skills, research skills and social skills, which we evaluate for language acquisition, are among the skills we consider at the point of measurement and evaluation.

REFERENCES

1. Primary Years Program - Learning Community
2. Primary Years Program - Learning and Teaching
3. Primary Years Program- The Learner
4. <https://maya.k12.tr/egitim-sistemi/olcme-degerlendirme>
5. Ministry of National Education Pre-School Education and Primary Education Institutions Regulation, 2014
6. General Arrangements: Diploma Programme, April 2014
7. Diploma Program Evaluation Principles and Practice, November 2010
8. Ministry of National Education Regulation on Secondary Education Institutions, August,2017
9. Diploma Program Procedures Handbook 2017
10. www.ibo.org
11. Assessment principlesand practices—Qualityassessments in a digital age, 2018

ANNEX

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| HEAD OF SCHOOL |
| VICE-PRINCIPLE |
| IB PYP-DP COORDINATOR |
| LIBRARIAN |
| EE COORDINATOR |
| TOK COORDINATOR |
| HEAD OF TURKISH LANGUAGE AND LITERATURE DEPARTMENT |
| HEAD OF FOREIGN LANGUAGES DEPARTMENT |
| HEAD OF MATH DEPARTMENT |
| HEAD OF PHYSICS DEPARTMENT |
| HEAD OF BIOLOGY DEPARTMENT |
| HEAD OF CHEMISTRY DEPARTMENT |
| PSYCHOLOGICAL COUNSELLING AND GUIDANCE DEPARTMENT |
| A GROUP OF PARENTS |
| A GROUP OF STUDENTS |