MEF INTERNATIONAL SCHOOL
SECONDARY ASSESSMENT POLICY

STATEMENT OF AIM

Assessment is an educational tool used to measure the level of achievement by students against prescribed learning objectives. Assessments consist of formative, summative, informal, and formal components that are designed to motivate students and provide information on their knowledge and skills, strengths and needs. Assessment identifies the essential elements of students' understanding, knowledge, skills, and attitudes. Assessment provides teachers, students, and families with information about attainment and progress. Assessment acts as a learning tool that, as part of a learning cycle, informs planning and curriculum development.

RATIONALE

- A variety of assessment practices provide information so that learning can be evaluated and programs of learning can be appropriately developed.
- Standardized and non-standardised assessments are used to determine the achievements and progress of students.
- Teachers, parents and administrators have a clear understanding of an assessment's rationale, content, nature, and measuring criteria.
- The assessment philosophy and procedures are communicated to the school community using a variety of methods.
- Criterion-based assessment, in line with the programmes of the school, is utilized.
- Assessment is a learning tool that operates as part of a learning cycle.
- Analysis of assessment data is used to inform teaching and learning.

GUIDELINES

The assessment component can be subdivided into three closely related areas:
I. ASSESSING – How we discover what students have learned
II. RECORDING – How we collect the data
III. REPORTING – How we communicate the information we have gathered

I. ASSESSING

Assessment is used to inform teaching and learning. Teachers provide varied opportunities for students to participate in and reflect on the assessment of their work**.**

Pre-Assessment

All teachers will assess students' prior knowledge and experiences before embarking on new learning experiences. New students are assessed by ELL specialists on their English ability**.**

Formative Assessment

Regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. Formative assessment provides feedback to support learning. A variety of methods are used, including verbal, written, peer feedback, and self-assessment.

Summative Assessment
Summative assessment happens at the end of the teaching and learning process, is planned for in advance, and allows students to demonstrate their understanding, knowledge and skills in a variety of formats.

Assessment Scale
Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

2026-2027 Onward

<table>
<tr><td>Semester Final Exam:
Completed in class during exam week. Relevant IGCSE or IBDP grade boundaries apply.</td><td>1 in semester 1 (December)
1 in semester 2 (June or IGCSE or IBDP Mock Exam)</td><td>30%</td></tr>
<tr><td colspan="3">Art/PE/Music/ICT: Substantial individual (or group) projects completed under teacher supervision. 1 in semester 1 (December) and 1 in semester 2 (June).</td></tr>
<tr><td>Performance 1 Summative:
Completed in class and individually</td><td>1-3 in semester 1
1-3 in semester 2</td><td>25%</td></tr>
<tr><td colspan="3">• English: Projects, Tests, Essays, Presentation
• MFL: Writing/Reading/Speaking/Listening/Grammar assessments/GRASPs/Tests/IOs - Past papers (No technology allowed)
• Humanities: Test, Comprehension/Source Tests, Essay, Presentation, IA
• Science: Tests, Labs, IA, craft projects, Collaborative Science Project
• Math: Tests, Unit exams/tests
• Visual Art: In-class small projects and assignments, media practice assessment
• Music: Lyric memorization checks, instrument playing checks, solo compositions or performances
• ICT: An individual task completed during class assessing specific ICT skills taught in a unit.
• PE: Test, skills course assessment (practical assessment)</td></tr>
<tr><td>Performance 2:
Completed in class, at home, individually, or in groups</td><td>1-2 in semester 1
1-2 in semester 2</td><td>25%</td></tr>
<tr><td colspan="3">• English: Extended Projects, Practice Papers, Drafted Essays
• MFL: Role plays, videos, podcasts, tests, presentations, GRASPs performance task, posters
• Humanities: Project, Comprehension/Source Tests, Presentation, Debate, IA, Essay
• Science: tests, short labs, scaffolded activities and projects, presentations and posters, etc
• Math: Project (Posters, presentations), Performance Task, IA Drafts
• Visual Art: formative drawing/painting practice, pair/group work, research
• Music: Ensemble performances, concerts, compositions, research projects
• ICT: Collaborative project, research task, design challenge, extended practical assignment.
• PE: A project about the sports branch.</td></tr>
</table>

Performance 3: *Classwork, Homework, Quizzes*	4 or more in semester 1 4 or more in semester 2	20%

1. General Assessment Guidelines

- Assessments should focus on a range of skills and concepts from the subject studied that link directly to external learning objectives.
- Assessments must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- Only two (2) written assessments can be given per grade each school day. This does not apply to externally scheduled exams.
- The content and skills assessed in semester final exams, performance 1, and performance 2 should cover at least one unit of instruction.
- A minimum of one week's notice should be given to students before a performance 1 or performance 2 assessment is given and the approximate dates included in the curriculum guide given at the start of the semester.
- Students are permitted to use simple translation dictionaries if English is not their first language in non-language assessments. Students are required to provide their own translation dictionary with translation their home language to English.
- After missing an assessment, students who cannot submit official documents or verify the urgency of their situation officially may be given the grade zero (0), and this information with the required attachments should be passed on to the school administration.
- Students who miss internal assessments due to an excused absence will have an opportunity to make up the assessment; the timeline for making up the exam may vary depending upon the reasons for the absence. The teacher should consult the administration. The absence needs to be excused by the administration (Excused absence).
- Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, the parent or guardian must submit a written request to the relevant teacher, Head of Department, Cambridge Coordinator (Grades 6-10), or IBDP Coordinator (Grades 11-12).
- The academic integrity procedure is followed in case of academic misconduct.
- A selection of each assessment is customarily moderated by at least one teacher per department or by another teaching with experience in the subject.
- During holiday breaks, students in Grades 9-12 may be asked to make progress with ongoing assignments, reading, etc.

2. Semester Final Exam Guidelines

- Semester final exams are typically 40 minutes in middle school (one period) or 80 minutes in high school (two periods).
- Teachers may release exam grades in the database only after the exam week has ended. Teachers should grade assessments within one week of the assessment and input the results to the database.
- Teachers should review the assessments in class with students including success criteria and mark schemes where relevant.

- IGCSE and IB Diploma teachers should, when possible, utilize past paper questions on summative exam-style assessments. Raw marks should be converted to IGCSE and IB grades, which are, in turn, converted to the school grading scale before being finalized. When past papers are not available teachers should use QuestionBank or the Cambridge International Examinations test-maker tool. Artificial Intelligence can be used with discretion to create IGCSE or IBDP style questions.
- All teachers should provide a study guide for the semester final exams. Study guides should be handed to students a minimum of one week before an exam. These study guides should include a list of skills, topics, and examples of question types (or specific references to places where students can review question types).
- The exam key and the exam questions are prepared by the teacher and checked by the Department Head. The question paper must include the number of marks per question. The answer key must include the breakdown of marks within questions. Both question papers and answer keys are submitted to the Cambridge Coordinator for grades 6-8, IBDP Coordinator for grades 9-12, or the Head of Student Support for students receiving separate testing.
- Semester final exams should be submitted to the student support team and administration at least two weeks in advance for review for individual students.
- The parents of any students who fail a semester final exam will be invited to a meeting by the teacher, who will inform the administration.

Semester Final Exam Misconduct (Grades 6–12)

- The student is referred to the Student Behavior Evaluation Committee (Grades 6-8) or the Discipline Committee (Grades 9-12)
- Written reflection
- If appropriate, the student may redo the exam with a **50% penalty**
- Meeting with student, family, teacher, and administrator

Approaches to Learning (ATLs) do not make up a portion of grades. However, teachers indicate on report cards whether or not each student is meeting the individual Approaches to Learning.

Criteria	**Description**	**Achievement level**
Thinking Skills	Critical, creative, and transfer skills	*Consistently* *Sometimes* *Approaching* *Rarely*
Research Skills	Media literacy and Information Literacy	
Communication Skills	Thoughts, messages, and information	
Self-Management Skills	Affective, reflection, and organization	
Social Skills	Collaboration	

5. External Examinations

Middle School

All students in Grade 8 sit the Cambridge Lower Secondary Checkpoint exams as scheduled by CIE (Cambridge International Examinations) in May.

High School
Students in Grades 9 and 10 follow the Cambridge International IGCSE curriculum in most subjects, which culminates in formal examinations at the end of the academic year. Students are registered for these exams by January. Students following the IGCSE syllabus in their courses are registered in the relevant IGCSE subject exams. IGCSE exam fees are covered by the school. These exams take place towards the end of Grade 10.

Students in Grades 11 and 12 follow the IB Diploma Programme curriculum. Students following the IB Diploma Programme are registered in all subject exams. Students following the Certificate Programme have the option of taking IB subject exams in subjects in which they are studying in the IB. IB exam fees are covered by the school. IB Diploma Programme exams take place towards the end of the academic year in Grade 12.

Internal Moderation
To maintain the integrity and standardization of internally marked coursework in alignment with Cambridge International (IGCSE) and International Baccalaureate Diploma Programme (IBDP) standards, MEF International School has established a comprehensive internal moderation system. All coursework (IGCSE) and internal assessments (IBDP) are moderated within respective departments under the coordination of the Department Head and Curriculum Coordinator.

6. IB Diploma Entrance Requirements:

Entry to the IB Diploma programme:
Academic requirements for the full IB Diploma Programme (IBDP):

Grade 10 IBDP Class Choice Process – Steps

1. College Counseling Sessions (November - January)
   Multiple group sessions on career research, personality assessments and planning for university.

2. IBDP Information Session (February) by coordinators
   Meeting with students to explain the IBDP class choice requirements and expectations.

3. Individual Student Interviews (January-Feb)
   One-to-one interviews are conducted by the college counselors.

4. Interest Survey (If New Courses Are Proposed) by IBDP Coordinator
   If there is a potential new course offering, a preliminary survey is sent to Grade 10 students to measure interest.

5. Parent Presentation (March)
   Informative session for parents outlining the IBDP structure, requirements, and course

selection process.

6. Official IBDP Course Choice Survey and agreements (see below) - (deadline May)
   The formal subject selection form is sent to students.

7. Eligibility Check (June)
   Review report cards to determine whether students meet the eligibility criteria for their selected subjects.

8. IGCSE Grade Requirements (July)
   Identify students who need specific IGCSE grades to qualify for certain subjects.

9. Follow-up Interviews (If Not Eligible) - First week of grade 11(September)
   Meet with students who do not meet subject requirements and guide them toward alternative, suitable course options.

10. Provisional Selection Period (by October)
    Students are given until October parent-teacher conferences (approximately one month into Grade 11) to finalize their decisions. This is the deadline for any subject changes.

11. Final HL/SL Confirmation (October)
    HL/SL levels for all subjects are officially confirmed in October.

12. Give students the option to change HL/SL selections after the first official examination

Academic requirements to study in the full IB Diploma Programme:

- Students must have an overall GPA of 70% on the end-of-year Grade 10 transcript in order to study in the IBDP
- Students must meet the subject-specific criteria listed below to study certain subjects.
- Students must have a First Language course, either English or Self-taught (see details below).
- Students will finalize SL/HL selections with teachers', administration's, and family's approval after exam 1 in IB1/Grade 11.
- Students who do not meet the minimum 70% end-of-year GPA will be enrolled as IB Course Certificate students.
    - Course Certificate students may take 5 courses, including Mathematics and English.
    - Course Certificate students will take TOK.
    - Course Certificate students will complete CAS.
    - Course Certificate students are not required to complete the Extended Essay (EE).
    - Course Certificate students may have a course release from 1 subject where a more accessible course option is not available, resulting in a workload reduction. The course release will be determined with the administration's and family's approval.
- Students and families must sign an IB Diploma Programme Agreement or an IB Course Certificate Agreement during the class choice process.

IB Diploma Programme Requirements for Students Joining MEF IS in IB1/grade 11:

- Students who are new to MEF IS in IB1 must score 75% on an IBDP Entrance exam in the desired English A, French B/Spanish B, Mathematics, and Science courses upon admission to the school.
- IBDP Entrance Examinations will be prepared and graded by the relevant subject teachers.

- Students who are new to MEF IS and who do not meet the minimum 75% entrance exam score will be enrolled in the IB Course Certificate program.
    - Examples include: ESS instead of Biology, English B instead of English A, Math AA SL instead of Math AA HL, Spanish Ab Initio instead of Spanish B

Other Notes:

Group 1- Studies in Language and Literature:

- All IB Diploma Programme students must have a Language A course.
- **English A Language & Literature, SL & HL**: Grade C or above in IGCSE First Language English external exams OR 70% or above in end-of-year MEFIS Grade 10 transcript
- **Self-taught Literature, SL**: Students must have prior formal education in the language.

Group 2 - Language Acquisition:

- **Language B French or Spanish**: Grade 'B' or above on the IGCSE Language B exam or 85% or above in the end-of-year MEF IS Grade 10 transcript. Students may also score B1 on the A2/B1 DELF/DELE exam.
- All other students will study in an available *ab initio* course.
- Students not studying English A Language & Literature will take the English B course.

Group 3 - Individuals and Societies:

- **Economics:** A 'B' or above on any Humanities-based IGCSE exam OR 70% or above in the end-of-year MEFIS Grade 10 transcript.
- **Global Politics**: A 'C' or above on any Humanities-based IGCSE exam OR 70% or above in the end-of-year MEFIS Grade 10 transcript.
- **History**: Enrollment in IBDP History is limited to students taking English A, due to the high level of academic reading, writing, and analytical skills required.

Group 4 - Sciences:

- **Physics or Biology**: Grade 'B' or above in **IGCSE extended** external exams OR 70% or above in end-of-year MEFIS Grade 10 transcript for the extended course
- **Environmental Systems and Societies**: no minimum requirement

Group 5 - Mathematics:

- **Math Analysis and Approaches HL**: 'B' or above on the **IGCSE extended** Mock Exam or official IGCSE Exam OR 85% or above in the end-of-year MEFIS Grade 10 transcript for the Maths extended course
- **Math Analysis and Approaches SL**: 'C' or above on the **IGCSE Extended** Mock Exam or official IGCSE Exam (Core students cannot move to AA SL or HL) OR 70% or above in the end-of-year MEFIS Grade 10 transcript for the Maths Extended course
- **Math Applications and Interpretation SL**: no minimum requirement

Group 6 - The Arts (and other options):

- **Chemistry**: Grade 'B' or above in **IGCSE extended** external exams OR 70% or above in end-of-year MEFIS Grade 10 transcript for the extended course
- **Visual Arts**: 70% or above in Grade 10 Visual Arts OR successful portfolio review of 8-10 pieces conducted by the Visual Arts teacher.
- **Business Management**: A 'C' or above on any Humanities-based IGCSE exam OR 70% or above in the end-of-year MEFIS Grade 10 transcript.

IB Course (Certificate Programme): The Course Certificate category allows you to customize your subject selections to best suit your interests and needs for university. This means that you can earn an

IB results certificate for the subjects of your choice if you complete the relevant internally assessed components and external IB exams in May of grade 12.

- Students studying in the IB Course Certificate Programme will study at least 5 of the 6 IBDP subjects, TOK, and complete the CAS Programme(reduced expectations, 30 reflections, 7 learning outcomes)
- Students may transition to the Course Certificate Programme with the administration's and family's approval.

IB Progress Reports

IB Progress Reports are issued in November and March to communicate student progress according to IB standards. These grades may be different from what is seen in Managebac. Progress Report grades follow the IB grading system, 7-1, for academic subjects. **Scores of "3" or lower are considered unsatisfactory and may result in a student probation.** IB Progress Reports are unofficial and have no bearing on student transcripts. We will also indicate whether students are on track for successful completion of the IB Diploma or if students are at risk of failing the IB Diploma.

- If a more accessible course is available in the desired group, the student may transition to a more accessible course by October IB1/grade 11 parent-teacher conferences and remain in the full IB Diploma Programme with the administration's and family's approval.
- Students with unsatisfactory IB progress report scores and a failing grade at the end of the first semester may not be allowed to continue studying the failed subject in the full IB Diploma programme.
- Students with unsatisfactory IB progress report scores and a failing grade at the end of the first semester may transition to the Course Certificate track with the administration's and family's approval.
- Students on probation are expected to attend study lab during the school day and after school extended learning.

What are the IB Diploma Requirements?

- CAS requirements have been met.
- Total points are 24 or more.
- There is no "N" awarded for TOK or the EE.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

IB examination fees are covered in the tuition fees (refer to the Payment Policy for details)

7. Specific assessment guidelines related to instruction in the IB Diploma Programme:

- All assessments in the Diploma Programme will relate to the aims and objectives, as outlined by the corresponding IB subject syllabus of the course being studied.

- A full range of assessment techniques will be utilized to promote international-mindedness within the dimensions of the course.

- When possible, assessment – both formative and summative – should be inquiry-based and student-centered.

- Assessments should be 'criterion-referenced', measuring student learning against specific learning objectives related to the assessment criteria designated in specific course guides as opposed to 'norm-referenced' in which a student's score is compared to a predetermined distribution of performance.

- When possible, internal assessment tasks should take place within regular classroom teaching hours and should focus on student learning of particular skills.

- Internal assessment marks should represent a student's best level of performance during a course and not merely an average over the course. Deadlines for official internal assessments are outlined in the IB Diploma calendar, which is distributed to all Diploma Programme teachers. These deadlines are shared with students.

- IB Progress Reports - Grades 11 and 12 (DP years): Two times per year an IB Progress Report is issued for each one of the IB1 students and one time per year for the IB2 students. The purpose of this shared report is to communicate student progress in individual IB courses during specific time intervals.

- The grades on these reports, using the IB system 1 to 7, are unofficial in that they have no bearing on student transcripts. However, it is our belief that this information may improve a student's academic performance if the student reflects on the teacher's comments. Teachers typically submit grades for this report a week before the report is issued.

Parent-teacher conferences
Two conferences will be held throughout the school year. These conferences may consist of either a three-way conference (with student, parent and teacher participating) or a two-way conference (with parent and teacher participating).

End-of-semester support
Teachers should allow students the opportunity toward the end of each semester to complete Performance 1 and 2 assignments that were unsatisfactorily completed or not completed at all at the teacher's discretion.

Reports
- Report Cards include information about attendance and student achievement. They are signed by the Principal.
- Report Cards are given twice per year; one after the end of the first semester, and one at the end of the second semester.
- Transcripts for secondary students are printed once a year and issued upon request.
- Original report cards cannot be issued more than once.

- To determine the semester average for students arriving in mid-semester, the grades of the previous school can be taken into account, depending on the date joined in the semester. The document received from the previous school must be original, signed and stamped.
- The school cannot process requests for report cards or transcripts for the current school year before the last day of school when reports are distributed.

GPA: Grade Point Average
GPA (Grade Point Average) is calculated each semester by averaging the report card grades in each subject area. The annual GPA is determined by averaging report card grades in all subjects for both semesters. To calculate the GPA, the grades in all subjects are weighted according to the number of periods per week a class met. Grades are reported to the hundredths place.

End-of-year Average
End-of-year average in each subject is obtained by averaging the end-of-semester grades per subject for both semester 1 and 2. Please note that in the case of IBDP Language A: Self-taught Literature or other online courses, students will not receive a grade but will receive credit hours if the course is pre-approved by the IBDP Coordinator or Principal.

Missing Examinations
If needed, semester averages can be taken with one missing exam grade, provided that there are other substitute grades.

Official Documentation
Any document required to be official is defined as the original document with signatures and stamps/seals on. Families may request up to 3 copies of official documents. All official document requests should be shared with the Secondary Assistant, Ms. Serap Satana at satanas@mefis.k12.tr.

Grading: For Grades 6 to 12 grade thresholds are as follows:

7 -	90 – 100	excellent
6 -	80 – 89	very good
5 -	69 – 79	good
4 -	60 – 68	satisfactory
3 -	49 – 59	unsatisfactory/failing
2 -	34 – 48	poor/failing
1 -	0 – 33	very poor/failing

Document History		
Date	Details	Responsible
May 2025	Policy created	Principal
September 2025	Policy updated	Head of School, Principal, Heads of Department

March 2026	Policy updated	IB DP Coordinator, Heads of Department, Principal, Head of School
June 2026	Policy updated	Heads of Department, Cambridge Coordinator, IBDP Coordinator, College Counselors, Deputy Principal, Principal