



# Özel Bilkent Schools

## ASSESSMENT POLICY

## **FOREWORD**

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Child Protection Policy; Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were established in 1994. Thanks to the support and feedback of our school community over the time since its foundation, we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally minded education with us. The latest stage in our development was the authorization for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.

This policy was last revised in May 2025. It will be revisited at the beginning of each academic year, or as needed in coordination with programme coordinators, teachers, administrators, parents and students.



## 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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## Contents

1. Our Assessment Philosophy	5
2. Development of the Assessment Policy	5
3. Subject Groups and Course Requirements	5
3.1 Subject Groups	5
3.2 Grading Scales	6
3.3 DEK / Assessment of Participation in Lessons and Activities	6
3.3.1 Calculation of DEK Scores	7
3.3.2 The Importance of Record-Keeping for DEK Assessment	7
3.3.3 Introducing DEK to Parents and Students	7
3.4 IB & MEB certificates	7
4. Rights and Responsibilities	8
4.1 Teachers' Responsibilities	8
4.2 Students' Responsibilities	8
4.3 School Administrators' Responsibilities	9
4.4 Parents and Guardians' Responsibilities	9
5. Effective Assessment Practices	9
5.1 Monitoring and Measuring Learning	9
5.1.1 Aims of monitoring and assessing learning	9
5.1.2 Approaches to monitoring and measuring learning	10
5.2 Differentiation	11
5.3 Task Prompts and Criteria	11
5.4 Ensuring Validity, Reliability, and Consistency in Assessment	12
5.5 Recording / Documenting Learning (IB, MEB)	12
5.6 Reporting Learning	12
5.7 Approaches to Learning (ATL) Skills	13
5.8 Invigilation	13
5.9 Absenteeism and Make-Up Exams	13
5.10 Use of Assessment Data	14
6. Appeals Process and Procedures	14

## 1. Our Assessment Philosophy

Both IB philosophy and Ministry of Education (MEB) requirements are an integral part of the teaching, learning, and assessment process at Özel Bilkent Schools. We believe that the student should be central in all stages of assessment. Assessment at Bilkent Schools is constructivist in its approach and requires students to use high order thinking skills such as application, analysis, synthesis and evaluation rather than only demonstrating knowledge through classical testing methods. Teachers collaboratively create tasks and task specific clarifications based on the subject criteria that are defined in the IB Subject Guides and in accordance with MEB regulations. Assessment systematically measures a student's learning both formatively and summatively by using a variety of *valid, reliable, authentic, and appropriate* tools and tasks based on standardized criteria. All tasks and criteria are introduced and discussed with students before they start working on the assigned task.

## 2. Development of the Assessment Policy

Our assessment policies began in 2007 with the DP and continued with the creation of our PYP policy. After the inclusion of our Middle School in the MYP process, a common policy covering all three schools was formulated. The assessment policy is reviewed annually and updated whenever needed by a steering committee that consists of representatives from the different subject groups of all three schools and the IB Coordinators and school leaders. Before starting to develop the assessment policy, the committee:

- Analyzed the related IB documents to find out the expectations for the schools' assessment policy
- Analyzed PYP, MYP, and DP assessment policies to better create a link between the three IB programmes
- Had regular meetings to conduct a feasibility study in order to find out what the needs of the school are in terms of assessment.

The policy is shared with the school community through the school's website and are referred to during meetings held with students, parents and teachers.

The evaluation policy has been updated in the 2024-2025 academic year.

## 3. Subject Groups and Course Requirements

### 3.1 Subject groups

There are six subject groups in the IB Primary Years Programme (PYP), eight subject groups in the IB Middle Years Programme (MYP) and 6 subject groups in the IB Diploma Programme (DP) as well as the core components (see Table 1). Each subject group has specific learning objectives that align with subject criteria.

PYP Subject Groups	MYP Subject Groups	DP Subject Groups
Language	Language and Literature	Studies in Language and Literature
Science	Language Acquisition	Language Acquisition
Mathematics	Sciences	Individuals and Societies
Social Studies	Mathematics	Mathematics

Arts	Individuals and Societies	Arts
Physical, Social and Personal Education	Arts	Sciences
	Physical and Health Education	DP Core; Extended Essay (EE), Creativity, Action, Service (CAS), Theory of Knowledge (TOK)
	Design	

Table 1: Subject Groups in PYP, MYP, and DP

Özel Bilkent High School has been offering IB DP since 2008 and Özel Bilkent Primary School has been offering IB PYP since 2012. Özel Bilkent Middle School has been offering IB MYP since 2018, at which time we became a continuum IB World Schools. We have aligned all three programmes (PYP, MYP, DP) with the Turkish National Education system. Upon graduating from PYP in Grade 4, all students start the MYP in Grade 5. Although Grade 5 is seen as a transition from PYP to MYP, all requirements of MYP are met starting from this point. MYP years 4 and 5 are completed in the first two years of high school during grades 9 and 10. The IB Diploma Programme is offered in grades 11 and 12.

### 3.2 Grading scales

From Kindergarten to the fourth grade, PYP development reports are used in place of grading scales and no numerical grades are assigned. For MEB report cards, students are awarded a rating of Needs Improvement, Progressing, Satisfactory, Successful.

From fifth grade through grade 12, we utilize MYP and DP grading scales as well as percentile grades for MEB report cards. In the MYP, students are awarded a best-fit band out of 8 points for each subject group. These scores are then added up and are converted to a final achievement grade out of 7 points for each subject using the “MYP General Grade Descriptors”. In the DP, students are awarded a grade out of 7 for each subject aside from the Core Components. The IB matrix for assigning a grade to the Core Components is used and a grade out of 3 is added to the subject total for a final grade out of 45.

MYP Subject, Project and Interdisciplinary Unit criteria are available in the IB subject guides. The MYP General Grade Descriptors are available in the IB “From Principles into Practice” guide. DP grading scales and the Core Component matrix (TOK + EE) are available in the DP subject guides and Diploma Programme Assessment Procedures, as well as in the DP Passing Criteria document on MyIB.

### 3.3 DEK / Assessment of Participation in Lessons and Activities

**DEK** is a requirement set by the Ministry of National Education (MEB) for students in grades 5-8. DEK grades are used in MEB report cards to evaluate students’ participation in lessons and activities. DEK scores are awarded each semester in accordance with MEB regulations. This regulation requires that subjects with a weekly course load of 2 hours or less be assigned 2 (of the 3) DEK scores, and those with more than 2 weekly hours be assigned all 3 DEK scores.

Accordingly, in our middle school:

- **DEK 1:** Evaluates the student's behavior in participating appropriately in lessons (e.g., arriving on time, bringing necessary materials) and their attitudes toward learning.
- **DEK 2:** Uses formative assessments (feedback provided but not graded) as data.
- **DEK 3:** Evaluates the student's contributions to both their own learning and the learning of others. The teacher's evaluation of these aspects is also taken into account.

DEK criteria are developed by each subject group considering the specific requirements of the subject and its unique learning environment. DEK criteria are also used to help students reflect on their own learning.

### **3.3.1 Calculation of DEK Scores**

Each DEK score is assigned on a scale of 100 points. Subject groups may divide this score into different percentages according to their context, ensuring that the total adds up to 100 points.

### **3.3.2 The Importance of Record-Keeping for DEK Assessment**

Since the evaluation of DEK 1 and DEK 2 are based on students' observed actions (e.g., coming to class prepared, arriving on time, etc.), all teachers are encouraged to maintain their own records of students' behaviors and to retain these records until the end of the academic year. Each subject group or teacher can determine their own method for keeping records at the beginning of the academic year.

The DEK scores assigned to students (1, 2, and/or 3 scores based on the weekly course load) are reported to students and parents at the end of the semester through the MEB e-school system and MEB report cards.

### **3.3.3 Introducing DEK to Parents and Students**

At the beginning of each academic year, DEK is first introduced to parents during face-to-face orientation meetings held by grade level. For students, DEK is introduced during lesson introductions by the respective subject teachers. The criteria used to assign DEK scores and how they are calculated are shared through the school's commonly used platforms, such as Moodle and K-12.

In conclusion, maintaining regular and systematic records of student learning and participation provides teachers with the evidence needed to evaluate DEK criteria. Furthermore, ensuring that DEK criteria are always visible and accessible to students and parents supports the development of a reflective thinking culture in our schools and facilitates a more constructivist approach to meeting the requirements of the national curriculum (MEB).

## **3.4 IB and MEB certificates**

Students at Özel Bilkent Schools have the opportunity to earn certificates for a number of achievements.

At the end of the IB Primary Years Programme in Grade 4, students are awarded a certificate for the successful completion of their PYP exhibition.

In Year 3 (Grade 8) of the MYP, students are awarded certificates for the participation and/or successful completion of their MYP Community Project. In Year 5, students are awarded a certificate for the successful completion of their MYP Personal Project as well as an official IB transcript with their grade. An MYP completion certificate is awarded if they have finished at least 2 years of the IB Middle Years

Programme. In addition, those students who choose to take the optional MYP e-assessments receive an official IB transcript with their grades.

In the DP, upon meeting all DP criteria, students are awarded a bilingual IB/DP diploma. If they fail to meet all of the criteria, students receive subject certificates only for those subjects that they successfully completed. In addition, if all MEB requirements for graduation have been met, students also qualify to receive a MEB high school diploma.

All students from grades 5 through 12 also have the opportunity to earn Ministry of Education certificates of appreciation according to their cumulative grades. They also have the possibility of earning an honor certificate in high school if they have achieved high honors for 5 consecutive semesters.

#### **4. Rights and Responsibilities**

All stakeholders must take responsibility for student achievement. In terms of assessment, this means the following;

##### **4.1 Teachers' responsibilities**

- Designing assessments that are varied, relevant, and aligned with curriculum objectives, criteria, research questions, key concepts, and approaches to learning skills (ATLs). These should assess a range of skills, including critical thinking, application, and creativity.
- Working collaboratively on assessment procedures (creating task-specific descriptors, standardizing grading practices)
- Establishing and communicating clear criteria and rubrics for assessment so students understand expectations.
- Tracking students' progress over time and providing formative assessments that guide their learning.
- Providing timely and actionable feedback to students and parents/guardians to support student improvement and address individual learning needs, progress and areas for development
- Applying assessment standards and criteria uniformly across similar student groups.
- Following school exam schedules and directions for invigilation shared with teachers.
- Keeping accurate records of student performance and sharing them as required for reporting purposes.
- Providing opportunities for students to reflect on their performance on specific assignments or assessments

##### **4.2 Students' responsibilities**

- Participating actively in all activities, preparing adequately and meeting all deadlines.
- Asking for help from teachers and peers when needed.
- Doing their best to exemplify the learner profile in their learning and assessment approaches.
- Abiding by academic integrity policies, submitting original work and citing sources appropriately.
- Contributing to the determination of assessment criteria.
- Participating in reflection, both self- and peer-assessment.



- Reflecting on feedback received and considering it to make improvements and set goals for continuous improvement and future assessments.
- Setting personal academic goals based on assessment outcomes and seeking help when necessary.

#### 4.3 School administrators' responsibilities

- Ensuring the assessment policy is implemented consistently across subjects and grades.
- Providing training and resources to help teachers design and conduct effective assessments.
- Providing time for collaborative planning.
- Monitoring the alignment of assessments with curriculum standards and making adjustments to ensure that assessments are challenging, relevant, and accessible.
- Informing teachers about exam invigilation schedules and responsibilities.
- Keeping students/parents informed of assessment schedules, results, and policies to promote transparency and support student progress.
- Maintaining and managing assessment data securely and ensuring it is used ethically for student development.

#### 4.4 Parents' and guardians' responsibilities

- Providing encouragement and resources for students to prepare for assessments.
- Checking the school websites and bulletins in order to stay informed of assessment schedules, and student performance, and communicating any concerns with teachers or administrators.
- Attending school information sessions about assessment practices, criteria and learning goals.
- Attend parent meetings to learn about student progress.

### 5. Effective Assessment Practices

#### 5.1 Monitoring and measuring learning

##### 5.1.1 Aims of monitoring and assessing learning

In the PYP (preschool through grade 4), the monitoring of learning aims to measure students' progress against IB and MEB learning goals and teacher-student produced success criteria. Teachers use a variety of strategies such as observation, reflection, questioning, discussion, feedback and feedforward in order to prepare students for the next step in their learning. Monitoring may include open-ended tasks, written or oral assessments, portfolios (physical and/or digital), learning journals, etc.

Measurement of learning aims to capture what a student has learned in a given "period of time."

Measurement practices are designed to assess what students learn, how they learn and how they show what they have learned. However, not all learning can be, or needs to be, measured.

Students and teachers can measure learning objectives through a variety of formats.

In the MYP (grades 5-10), student learning is monitored through teachers observation, formative assessment, reflection, discussion and goal-setting. In accordance with IB regulations, all strands of all **four** criteria in **each** subject group must be formally assessed at least **two times** each academic year.

Learning is also measured at the end of learning units through the use of summative assessments created in alignment with MYP learning objectives and criteria, via MEB exams and through Student Participation (DEK) grades. At Özel Bilkent Schools, MYP summative assessments in grades 9 and 10 may also be awarded a percentile grade for use on students' MEB report cards as Performance grades.

Both the MYP Community Project (Year 3 / Grade 8) and the MYP Personal Project (Year 5 / Grade 10) are carried out at our school. While the Community Project is informally assessed and only receives project supervisor feedback, it is also awarded a percentile grade for the MEB project grade. The MYP Personal Project is formally graded based on the IB/MYP Personal Project criteria and is graded both by teachers and externally by the IB.

MYP students also have the option of taking e-assessments at the end of Year 5 (grade 10). Currently students may choose to take Mathematics and English, with Integrated Sciences to be added in the near future.

In the DP (grades 11-12), student learning is monitored through internal assessment preparation, mock exams and quizzes, teachers' observation, reflection, discussion and students' portfolios & journals(physical and digital). It is also measured through the use of assessments created in alignment with DP learning objectives and criteria, via MEB exams and through student participation/performance tasks. At Özel Bilkent Schools, DP assessments in grades 11 and 12 may also be awarded a percentile grade for use on students' MEB report cards.

An Extended Essay(EE) is carried out in grades 11 and 12 at our school. While the EE is externally graded and students receive feedback from their advisors throughout the process, it is also awarded a percentile grade for the MEB project grade. The EE is formally graded based on the IB/DP EE subject-specific criteria and is graded externally by the IB at the end of Year 2 (Grade 12).

DP students sit official, externally moderated DP exams at the end of Year 2 (Grade 12). School policy is to register students for the full diploma.

### **5.1.2 Approaches to monitoring and measuring learning**

In all 3 programmes, the monitoring and measuring of learning takes place through a variety of assessment practice. These may include;

- i. **Pre-assessment:** Used to determine students' prior knowledge to explore what students have learned and to identify what they need to know. These may include techniques such as brainstorming, mind maps, anecdotes, concept maps, writing inquiry questions, wonder walls, etc. Pre-assessment provides opportunities for teachers to build on students' existing knowledge and understanding and to identify in post-assessment how far each student has come.
- ii. **Formative Assessment:** The purpose of formative assessment is to check students' understanding during a unit of inquiry. It allows teachers to provide students with regular constructive feedback, with ideas for refining their ideas and work. It also allows teachers to integrate student needs and interest that arise during the learning process into future planning.

- iii. **Summative Assessment:** Used to measure students' overall achievement levels at the end of each unit. In addition, projects and exhibitions are also used to assess summative achievement. Information about the scheduling, contents and any special provisions of summative assessments is shared with students and parents one week prior to the assessment.

For the PYP, the exhibition is a strong demonstration of students' agency. Students in their fourth year produce graduation work that covers all elements of the PYP. They demonstrate their understanding of a topic or an opportunity they have chosen to study. They conduct their research individually or with their peers under the supervision of a mentor/consultant. Through the exhibition, students show their ability to take responsibility for their learning and to take action. Students and parents participate in the exhibition, where they celebrate the development of internationally minded learners who have made a positive change in their own and others' lives.

For the MYP, each subject group is required to assess its criteria at least twice per year. Task specific clarifications are created based on MYP Subject Criteria for each summative assessment task. In MYP Year 4-5 (Grade 9 and 10), all students take part in the MYP Personal Project; the culminating project for the MYP. This project is graded both internally and by the IB. At the end of the project, students exhibit the process they went through as well as the product they produced. The Personal Project is also awarded a MEB project grade for Grade 10 students. Finally, IB/MYP E-Assessments are an optional opportunity for students in Grade 10/MYP Year 5 to gain an official IB qualification for their middle year's education. For more information regarding e-assessment please contact the school's MYP Coordinator.

In the DP, internal assessments, extended essay, theory of knowledge essay and exhibition, and individual orals are either marked by teachers and moderated by the IB, or are externally marked by the IB using IB/DP criteria.

## 5.2 Differentiation

Differentiation practices are an important assessment strategy employed at all levels of our school. Through differentiation, students are given an opportunity to participate in determining what they learn, how they learn, and how they show what they have learnt. Differentiation in assessment can take different forms and may be decided on by subject-group teachers, by students, or in collaboration with Special Educational Needs teachers when needed.

## 5.3 Task-prompts and criteria

In order to ensure the alignment of assessment with IB and MEB requirements, all teachers at Özel Bilkent Schools are responsible for doing the following;

- Using the IB subject group assessment criteria that are provided in the most recent Subject Guides.
- Referring to MEB subject group objectives (K-12) and table of specifications (Grades 5-12).
- Writing assessment tasks/prompts and task-specific clarification of the criteria in student-friendly language.
- Designing assessment tasks that are constructivist in nature.
- Creating authentic assessment tasks and tools that provide opportunities for students to apply their knowledge and skills to real-life situations wherever possible.

- Making task specific assessment criteria available to students prior to/during assessments.
- Being knowledgeable about the MYP/DP command terms in their subject group and using them in task prompts and questions.

#### **5.4 Ensuring Validity, Reliability, and Consistency in Assessment**

To ensure the validity and reliability of our assessments, subject teachers collaborate and refer to both the IB subject guides and assessment criteria, as well as the Ministry of Education (MEB) objectives, topics, and scenarios when designing summative tasks and/or exams.

In the MYP (Grades 5–10), subject and grade-level teachers engage in standardization to set clear expectations for achievement, align grading practices, and agree on consistent achievement levels for each summative task, project, or MEB exam.

For MYP Year 5 (Grade 10) eAssessment exams and DP exams, standardization and grading are conducted by the IB.

#### **5.5 Recording/Documenting Learning (IB, MEB)**

Learning stories, learning journals and portfolios are used as documentation tools such as exemplars, checklists, rubrics, anecdotal reports, etc. in the PYP. In the MYP learning is documented through performance/learning journals, formative and summative tasks, MEB exams, projects, reflections and performance grades. In the DP, learning is documented through portfolios, journals, forms, reflections, internal assessment practices and exams. Teachers are responsible for keeping detailed documentation of all notes and grades on Moodle/K-12/Managebac.

#### **5.6 Reporting Learning**

Özel Bilkent Schools meet both IB and MEB requirements for recording and reporting student achievement. PYP and MYP achievement levels are recorded on each assessed task along with teacher and student reflections, and DP progress reports are recorded by all subject teachers and reported to the DP Coordinator, administration, students and parents/guardians.

Learning is reported to students/parents/guardians at various times throughout the academic year.

In the PYP reporting on learning is sent to parents/guardians at the end of each unit of inquiry; four reports are based on a list of objectives from class and English teachers, and two report cards include written comments from all subject teachers. PYP report cards describe student progress and success in learning, identify areas for improvement, and contribute to program effectiveness.

MYP and DP, teachers are responsible for reporting achievement levels of any assessed tasks on a regular basis to students, parents/guardians through K-12, and through Progress Reports at the end of each academic year.

In the MYP Progress Report, each subject group awards achievement levels for each criterion (A, B, C, D) out of 8, and reports a final, converted grade out of 7. The report also includes achievement levels and information about any interdisciplinary units the student took part in.

DP teachers are also responsible for reporting students' predicted grades twice in Grade 11 and once in grade 12, at the end of the first semester. In DP progress reports, each subject awards a grade out of 7. For Theory of Knowledge (TOK) and the Extended Essay (EE), a bonus point (from 0-3) is added based on the IB TOK-EE matrix. Creativity-Activity-Service (CAS) performance is not graded, but feedback is provided through a separate CAS report.

Ministry of Education Report Cards are prepared following the Turkish Ministry of Education (MEB) requirements for reporting student achievement. Teachers report grades through the national online academic system (E-Okul) as well as through MEB report cards, which are given twice a year. MEB report cards include grades for each subject (exams, quizzes, project, and other assessed tasks) and general comments from the classroom teacher. MEB reports also include behavior grades and assessment of students' participation in lessons and activities (DEK / participation grades).

Progress and achievements are also shared with parents/guardians via Parent-Teacher conferences. Conferences may take place via online/live meetings throughout the year, and/or during face-to-face meetings, once per semester.

### **5.7 Approaches to Learning (ATL) Skills**

Subject teachers in all programmes also include comments on any Approaches to Learning (ATLs) skills that students focused on over the academic year in report card comments.

### **5.8 Invigilation**

For MYP in as much as possible, summative assessments are to be completed and invigilated in the classroom by subject teachers.

Formal MYP E-assessment and DP exam invigilation follow IB rules and regulations (MYP Assessment Policies; DP Conduct of Examinations and Exam Guidance documents) which can be found on MyIB.

For MEB exams, any special allowances (such as being able to use a book/notes being allowed) and the time allotted for the exam are shared with invigilators on exam envelopes.

Provisions are made for the invigilation of SEN students in accordance with their special needs and may include doing the task in a separate room, having extra time allotted for completing the task, the aid of technology, or human assistance.

### **5.9 Absenteeism and Make-up Exam**

Inasmuch as possible, students are expected to attend summative assessments and exams on the day they are scheduled. If there are any extenuating circumstances, such as serious illness, parents are required to inform the school in advance and to submit a formal petition. In such cases, a make-up assessment/exam may be organized by the school in as short a time as possible.

### **5.10 Use of Assessment Data**

Data from all assessments are collected by teachers and are used for students' placement (in the case of Language Acquisition phases), to report their successes, and to ensure their well-being. For more information about the use of assessment data in Language Phase placement, see our school's Language Policy.

## **6. Appeals Process and Procedures**

For MYP Personal Project and E-assessment grades as well as for all DP grades, students and parents have the right to appeal IB assessed grades. *Please see our school's "IB DP/MYP Academic Complaints Procedures" policy for further details.*