



## Hisar School

### Assessment Policy of Student Learning

As a private school under the jurisdiction of the Turkish Ministry of Education, Hisar School conforms to the student assessment policies mandated by the Turkish Ministry of Education for grades K-12. While adhering to statutory requirements placed on the school, the school has compiled this assessment policy to guide assessment planning and practice in the school.

As it is detailed in our **Strategic Plan 2023-2026**, Hisar School has always implemented high quality teaching and learning methods, and one of the main pillars of this framework is "*Formative Assessment and Transformative Feedback*". Its vision, approach and applications in assessment, already covers the main ideas expressed in terms of assessment *for* learning and assessment *of* learning.

The school's enriched curriculum describes assessment as an integral part of teaching and learning. The curriculum outlines the purposes of assessment for each curriculum area and it recommends a variety of assessment methods and tools which teachers can use in each curriculum subject.

The school's assessment policy addresses not only each area of the curriculum but also different dimensions of the whole-child development, the cognitive, socio-emotional, creative, physical and social skills needed to become citizens of the world.

This policy is therefore designed as a guide to translate our contemporary vision of assessment into practice and as a professional development opportunity for teachers and administrators at the school.

As part of this contemporary approach, Hisar School recognizes the transformative role of Artificial Intelligence (AI) in assessment. AI is leveraged to enhance both formative and summative assessment practices, providing personalized feedback, identifying learning gaps, and supporting differentiated instruction. While AI tools are integrated to improve assessment efficiency and accuracy, their use is guided by ethical standards to ensure academic integrity. Teachers are encouraged to use [Hisar AI Policy](#) to support student learning while maintaining the fundamental values of critical thinking, originality, and responsibility in academic work. This balanced approach ensures that AI is used as a complementary tool to enhance, rather than replace, the essential human elements of assessment.

*Hisar School Assessment Policy of Student Learning*

## **The Principles**

1. Assessment practice is driven by the belief that every person has a continuous capacity to learn.
2. Assessment is defined as the process of gathering, recording, interpreting, using, and communicating information about a student's progress and achievement during his/her development of knowledge, concepts, skills, and attitudes.
3. The assessment policy and practice promote equality and prohibits discrimination against individual student. The school does not discriminate on the basis of race, creed, color, sex, or national origin of its students.
4. Assessment is authentic, contextual and an ongoing process. The assessments have enduring value beyond the classroom to ensure the internalization of the concept of lifelong learning.
5. Assessment is concerned with a student's progress and achievement and there is a positive relationship between assessment and the process of teaching and learning. The aim of assessment is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency of the curriculum.
6. Effective assessment requires timely and actionable feedback.
7. The assessment practice recognizes learning differences. The educational needs of all students, including those who are registered Individual Education Program (IEP) students are supported and provided for.
8. Good assessment requires clear articulation of purpose, requirements, standards and criteria.
9. Assessment methods should be valid, reliable and consistent.

## **Rights and Responsibilities**

### **Rights and Responsibilities of the school administration**

- Ensure that the school adheres to the legislative acts of the Ministry of Education
- Develop and update a comprehensive assessment policy
- Create an organizational structure to produce assessment procedures with careful consideration of students' wellbeing and to identify and address any particular issues associated with these
- Ensure that the curriculum development cycle includes the using of assessment results

- Develop assessment procedures which provide an accurate account of individual students' progress and attainment
- Specify how the school will gather evidence of students' progress for the purpose of assessment of learning
- Manage assessment records including providing access to records, transferring records, and keeping records secure
- Inform parents of the school's policy on assessment in order to involve them as fully as possible in their student's education
- Ensure that a formal record of an individual student's progress is available to all teachers with whom the student is involved
- Develop an efficient and effective organizational structure for the administration of external assessments, including:
  - Turkish National Entrance Exams for higher education institutions
  - PSAT/NMSQT, PSAT 8/9, SAT
  - Advanced Placement (AP) exams across multiple subjects such as English Language, English Literature, Calculus, Physics, Chemistry, Biology, World History, Economics, Psychology, Art History, Studio Art, and Computer Science
  - International benchmarking exams such as ISA (International Schools' Assessment) for English, Mathematics, and Scientific Literacy
  - Mathematics-focused assessments including AMC (American Mathematics Competitions) and CEMC (Canadian Mathematics Competitions)
  - Language proficiency exams such as IELTS, DELF (French), DELE (Spanish), and FIT (German)
  - Technology and certification programs such as Apple App Development with Swift, Autodesk Certified User, and Adobe Certified Professional (ACP)
- Ensure that results from external assessments are systematically analyzed and utilized for curriculum development, instructional improvements, and individualized student progress monitoring.

## Rights and Responsibilities of the teachers

Teachers should:

- Gather information and utilize this information about the students' development and progress to scaffold the next steps in the learning process through assessment of learning and assessment for learning
- Combine information acquired about student through assessment for learning with information acquired through assessment of learning, taking into account all facets of the student's progress and attainment of objectives
- Ensure that assessment takes account of the full range of learning appropriate to the child, identifying gaps, if there are any, in the child's learning
- Use backward design for assessments to achieve the desired outcome
- Take into account the developmental variability displayed by individual student, while being aware of the accepted milestones in students' development
- Match assessment methods and tools to curriculum objectives in order to maximize learning
- Use a variety of assessment tools
- Give due importance to every curriculum area in the assessment of learning
- Create effective assessments which aim to be valid and reliable
- Clearly define common assessment tasks within departments/subjects for each grade level
- Provide students with clear guidelines on how they can progress
- Provide students with the criteria and desired outcomes for each task in a manner which is understandable to them
- Assess different dimensions of the child's learning and development including the cognitive, the creative, the affective, the physical and the social development
- Be aware of the individual circumstances and requirements of student with special needs or learning difficulties, in the assessment of learning and in the interpretation of the results of assessment
- Use diagnostic assessment tools to identify students with learning difficulties or students who require greater challenges at the earliest possible stage so that appropriate support and intervention can be put in place
- Ensure that information from a broad range of assessment methods and tools is used to plan for and support the students' learning experience in all areas of the curriculum

*Hisar School Assessment Policy of Student Learning*

- Use information derived from a range of assessments, including standardized tests, to construct relevant learning experiences for individual students
- Use student performance as a feedback mechanism to initiate refinements to, or changes in, the curriculum and its delivery
- Discuss assessment results as a means of motivating the students to improve learning
- Where appropriate, record significant observations of student in day-to-day learning activities and details of students' performance in tasks and other assessments
- Set deadlines in the light of students' workloads and give adequate time for the completion of out-of-class assessments
- Compile a record of student's progress and attainment of objectives at least twice a year, for the purpose of reporting to parents
- Provide parents with assessment reports which contain accurate and clearly understandable information about their children's progress and attainment of objectives
- Provide opportunities for parents to share relevant information about their children and incorporate this information in the process of planning for the students' learning
- Use methods and tools that are particularly appropriate to assessment of learning, when compiling a cumulative record of each child's progress and attainment of objective

#### **Rights and Responsibilities of the Student**

- Be active in constructing his/her own learning through social interaction with peers, the teacher, and the wider community
- Have a clear idea of the knowledge and/or skills that are being assessed through the rubrics.
- Be aware of the weighting of each assessment in the overall assessment pattern
- Receive clear feedback regarding a mark or grade that has been awarded
- Be able to see each graded task
- Be provided with the opportunity to have their performance assessed qualitatively as well as quantitatively.
- Have access to all criteria being used in the assessment
- Not expect that every piece of work completed will be formally assessed
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment

## **Types of Assessment**

At Hisar School we believe it is important to use several types of assessment which include the following:

### **Internal Assessment:**

Internal Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either formative or summative.

#### **1- Formative Assessment:**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help teachers recognize where students are struggling and address problems immediately
- Will not normally contribute to a students' termly report grade
- Can take a wide variety of forms: quizzes, teacher observation, student work marking...copy books, workbooks, questioning, discussion, exit slips, peer/self-assessment, preliminary assessment, white boards, thumbs up, thumbs down, draw a picture/doodle of what we learnt today, write/say three things that we learnt today.
- Can be skills based

#### **2- Summative Assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade

## External Assessment

External assessments against international benchmark are used to compare the attainment of Hisar School students to any other national and international curriculum students.

External Exams			
Description			
Name of the Data Source	Content Areas	Grades	Compulsoriness of the Exam
AP	Various Subjects	Grade 11-12	Voluntary, but students are strongly encouraged to take the exam.
Math AMC	Mathematics	Grade 9-10	Voluntary, but students are strongly encouraged to take the exam.
Math CEMC	Mathematics	Grade 7-12	Voluntary, but students are strongly encouraged to take the exam.
<a href="#">PSAT /NMSOT</a>	Evidence Based Reading & Writing, Mathematics	Grade 10-11	Compulsory for grade 10 (134 test takers) and optional for grade 11 (35 test takers)
<a href="#">PSAT 8/9</a>	Evidence Based Reading & Writing, Mathematics	Grade 9	Optional for grade 9 (61 test takers)
<a href="#">SAT</a>	Evidence Based Reading & Writing, Mathematics	Grades 10-12 (and including students from outside of Hisar School)	Optional (required or optional factor for overseas university admission) (please see Google Sheet in Reports Link for the number of students per grade level per test date)
<a href="#">IELTS</a>	English Language (Listening Comprehension, Reading Comprehension, Speaking and Writing)	Grades 9-12	Optional (required for overseas university/enrichment program admission) Grade 9: 6 test takers; Grade 10: 41 test takers; Grade 11: 28 test takers; Grade 12: 2 test takers)
ISA	English (Reading, Narrative/Reflective Writing, Exposition/Argument Writing)	Grade 5-8	All Middle School students are taking the exams.
	Scientific Literacy	Grade 5-8	
	Mathematical Literacy	Grade 5-8	
FIT (A1)	Modern Languages / German	Grade 7-12	Participation in the FIT exam is based on voluntary enrollment. FIT exam registrations are done online.
FIT (A2)	Modern Languages / German	Grade 10-12	Parents can complete the registration process using the active registration link published on the institute's website at the specified date and time. Payments through the registration link are made using the parents' credit cards.
FIT (B1)	Modern Languages / German	Grade 12	
DEL F (A1)	Modern Languages / French	Grade 7-12	At the middle school 7th grade level, all students participated compulsorily. Participation in high school is voluntary. Participation is increased by explaining the necessity and benefits to students and encouraging them.
DEL F (A2)	Modern Languages / French	Grade 10-12	Optional participation is increased by explaining the necessity and benefits to students and encouraging them.

External Exams			
Description			
Name of the Data Source	Content Areas	Grades	Compulsoriness of the Exam
DELFB (B1-B2-C1)	Modern Languages / French	Grade 11-12	Optional participation is increased by explaining the necessity and benefits to students and encouraging them.
DELE (A1)	Modern Languages / Spanish	Grade 7-12	At the middle school 7th grade level, all students participated compulsorily. Participation in high school is voluntary. Participation is increased by explaining the necessity and benefits to students and encouraging them.
DELE (A2-B1)	Modern Languages / Spanish	Grade 10-12	Optional participation is increased by explaining the necessity and benefits to students and encouraging them.
-Math MATBEG -İstanbul Bilim Olimpiyatları	Mathematics	Grade 5-8	The students who are in advanced math and math olympiad class take these exams.
AMC	Mathematics	Grade 8	The students who are in grade 8 advanced math take these exams.
ECIS	Mathematics	Grade 5-6	One team with 4 students
MATBEG	Mathematics	Grade 3-4	All students
OKUBEG	Turkish	Grade 3-4	All students
FEN BEG	Science	Grade 4	All students
BTD	Math- Turkish- Science	Grade 4	All students
Benchmark	English	Grade 4	All students
Royal Academy	Music	Grade 3-12	Voluntary
Certiport	Apple App Development with Swift	Grade 10 - 11 -12	Voluntary
	Autodesk Certified User	Grade 10 - 11 -12	Voluntary
	ACP: Adobe Certified Professional	Grade 10 - 11 -12	Voluntary
CS CEMC	Computer Science	Grade 10 - 11 -12	Voluntary, but students are strongly encouraged to take the exam.

### Technology Assisted Assessment

Hisar School emphasizes the strong connection between the ethical and pedagogical use of educational technology tools and academic integrity. Teachers, especially High School teachers are encouraged to clearly communicate their expectations regarding AI use in assessments.

Hisar School aims to implement this AI Assessment Scale (AIAS) starting with high school, working closely with department heads to integrate this structured framework into assessment strategies. The plan is to gradually expand its use throughout the school, ensuring AI-supported assessment enhances learning while maintaining academic integrity and pedagogical effectiveness.



Hisar School AI policy ensures that AI-assisted assessments:

- Maintain academic integrity by requiring students to disclose AI use when applicable.
- Encourage students to critically evaluate AI-generated content rather than passively accept it.
- Guide teachers in incorporating AI in a way that supports student learning rather than replacing original thought.
- Ensure that AI tools are used ethically and pedagogically to enhance student understanding and engagement.

The recent developments in this area are being followed closely and this part of the policy will be constantly reviewed and updated. The implementation of AI in our assessment practices will be developed in due time.

### Reporting

An effective reporting process provides accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress. Reporting of student progress to parents includes formal end-of-semester report cards, progress reports, portal updates and parent-teacher meetings. Progress reports are used to inform parents of concerns and will usually be available after mid-term assessments to allow time for improvement.

In Middle and High School, the **Student Attitude and Responsibility Evaluation Form (ÖDF)** is also used to provide feedback to students and parents. This form evaluates not only the student's academic performance but also their attitudes towards learning and behavior in the classroom. It serves as an essential tool to support student development holistically and encourages self-reflection and responsibility in their learning journey.

As part of the management of assessment results, our teachers reflect on whether the desired outcome has indeed been reached at the end of each task. If this is not the case teachers revisit and revise the assessment strategies and tools in order to meet the desired outcome but should also look at other peripheral factors which may have affected student learning.

## Reporting System:

	Reporting System
<b>Preschool</b>	<ul style="list-style-type: none"><li>• 2 progress reports</li><li>• 2 Portfolio meetings</li><li>• 2 scheduled school-wide parent conferences</li><li>• Weekly online parent-teacher conferences</li></ul>
<b>Elementary School</b>	<ul style="list-style-type: none"><li>• 2 report cards</li><li>• 2 progress reports</li><li>• 1 Portfolio meeting per grade</li><li>• 2 scheduled school-wide parent conferences</li><li>• Weekly online parent-teacher conferences</li></ul>
<b>Middle School</b>	<ul style="list-style-type: none"><li>• Student Attitude and Responsibility Evaluation Form</li><li>• 2 progress reports</li><li>• 2 report cards</li><li>• 2 scheduled school-wide parent conferences</li><li>• Weekly online parent-teacher conferences</li></ul>
<b>High School</b>	<ul style="list-style-type: none"><li>• Student Attitude and Responsibility Evaluation Form</li><li>• 2 report cards</li><li>• 2 scheduled school-wide parent conferences</li><li>• Weekly online parent-teacher conferences</li></ul>

## Conclusion

At Hisar School, assessment is not merely a means of measuring student performance but a fundamental pillar of our commitment to high-quality teaching and learning. Rooted in our **Strategic Plan 2023-2026**, the school's assessment policy reflects a holistic and research-driven approach that integrates formative assessment, transformative feedback, and AI-assisted evaluation to ensure that every student reaches their full potential.

The policy is designed to align with the statutory requirements set forth by the Turkish Ministry of Education, while also incorporating international best practices to maintain our school's high academic standards. It serves as a framework for teachers, students, and administrators to engage in meaningful, data-informed assessments that not only evaluate knowledge but also support lifelong learning, critical thinking, and student well-being.

Ultimately, Hisar School's assessment policy embodies the school's commitment to nurturing well-rounded individuals who are academically capable, socially responsible, and prepared for the challenges of the future. By continually refining our assessment strategies, methodologies, and tools, we strive to create an environment where assessment is not just a measure of learning, but a powerful tool for growth, reflection, and transformation.