As a private K–12 institution operating under the authority of the Republic of Turkey's Ministry of National Education (MoNE), Hisar School adheres to the student assessment policies set forth by the Ministry.

Assessment and evaluation are foundational components of our educational philosophy. Our assessment practices aim to monitor and support students' progress throughout the learning process and to create a more effective educational experience by identifying both their strengths and areas for development.

Assessment at Hisar School is based on students' ability to understand and apply knowledge. Accordingly, our processes are holistic in structure—multidimensional and supported by a variety of methods and tools—incorporating both formative (process-oriented) and summative (outcome-oriented) elements.

As part of a contemporary approach to assessment, Hisar School recognizes the transformative role of Artificial Intelligence (AI). AI is utilized to enhance both summative and formative assessment practices, providing personalized feedback, identifying learning needs, and supporting differentiated instruction.

AI-powered tools are employed in assessment processes to improve efficiency and accuracy in alignment with the principle of academic integrity. While supporting student learning, teachers act in accordance with Hisar School's Artificial Intelligence Policy.

1- Purpose

This policy has been developed to define the fundamental principles, implementation methods, and ethical framework of assessment and evaluation processes carried out at the K–12 level at Hisar School. Its purpose is to monitor and support student learning and to assess learning outcomes using reliable, fair, and contemporary methods.

2- Legal and Institutional Basis

As a private school affiliated with the Ministry of National Education (MoNE) of the Republic of Turkey, Hisar School conducts its assessment and evaluation practices in accordance with the principles established by the Ministry. In addition, institutional practices are enriched beyond national standards through student-centered, contemporary, and digitally supported approaches.

3- Definitions

Assessment: The process of expressing observable student behaviors related to knowledge, skills, attitudes, and values through quantitative or qualitative data based on specific criteria.

Evaluation: The process of collecting, recording, interpreting, using, and communicating information to assess a student's progress and achievement in developing knowledge, concepts, skills, and attitudes.

Formative Assessment: An ongoing assessment conducted throughout the learning process to monitor student development and inform instruction.

Summative Assessment: An assessment conducted at the end of an instructional period to determine the level of learning a student has achieved.

Alternative Assessment: Approaches that fall outside traditional methods, reflecting student learning from multiple perspectives.

Rubric: A structured set of criteria used to assess student work by levels of performance, providing transparent, consistent, and growth-oriented feedback.

Self-Assessment: The process by which students evaluate their own learning, processes, and products.

Peer Assessment: The structured process in which students evaluate one another's work.

Criterion: Clear and measurable attributes that indicate how a learning outcome will be assessed, ensuring fairness and transparency in assessment practices.

Learning Analytics: The interpretation of data collected through digital means from students' learning experiences, used by both students and teachers to improve learning processes.

4- Principles

- Assessment supports both student development and academic achievement and is intrinsically linked to teaching and learning processes.
- The primary aim of assessment is to help students improve their learning, to enable teachers to enhance instructional practices, and to contribute to the effectiveness of the curriculum.
- Assessment is an authentic, contextual, and continuous process. It is designed to ensure that learning holds lasting value beyond the classroom and fosters the internalization of lifelong learning.

- All dimensions of student learning—including cognitive, metacognitive, creative, emotional, physical, and social development—are subject to assessment. The principles of the Metacognitive Learning Policy guide the assessment of metacognitive development.
- Assessment practices promote equity and support the fair evaluation of all students. Hisar School provides an inclusive approach to all students, regardless of race, belief, color, gender, or nationality.
- Effective assessment requires timely and actionable feedback.
- The assessment process must be clearly defined, along with its goals and criteria.
- Assessment methods must be valid, reliable, and consistent.
- All assessment practices are conducted in alignment with the principles of integrity, impartiality, and respect.
- Assessment processes recognize individual learning differences. The educational needs of all students—including those with Individualized Education Plans (IEPs)—are supported and met.
- Assessment processes are enhanced through the use of AI and digital tools to provide personalized feedback, learning analytics, and opportunities for differentiated instruction.
- Artificial intelligence tools are employed to improve the efficiency and effectiveness of assessment by offering personalized feedback, suggesting student-specific learning pathways, and enabling high-quality content analysis. The use of AI prioritizes academic integrity, data security, and pedagogical purpose, and is conducted in alignment with Hisar School's Artificial Intelligence Policy.
- AI-supported assessment practices must comply with ethical principles, data privacy (including compliance with Turkish Personal Data Protection Law - KVKK), and algorithmic transparency—that is, the decision-making processes of systems must be clear, traceable, and comprehensible.
- In AI-supported assessment processes, final decisions must be made in accordance with the teacher's pedagogical expertise and ethical responsibility; human judgment remains central to the process.
- In AI-assisted assessment processes, the final decision should be made in line with the teacher's pedagogical expertise and ethical responsibility; human judgment remains at the center of the process.

TEACHERS' RESPONSIBILITIES

1. Assessing Student Development and Collecting Data

- Teachers collect data to evaluate students' progress and development and use this data to plan the next steps in the learning process. In doing so, they adopt a holistic approach that includes both *assessment for learning and assessment of learning.*
- The assessment process addresses all dimensions of student learning and focuses on identifying individual learning needs.
- Teachers record anecdotal evidence with date and time stamps, based on objective observations of how learning and development occur during students' daily learning activities.
- Student data collected through artificial intelligence and digital systems is managed in compliance with privacy, security, and ethical use principles, in accordance with Law No. 6698 on the Protection of Personal Data (KVKK).
- Data obtained through learning analytics and digital tools is used to identify students' developmental needs, adapt instruction accordingly, and personalize the learning process.

2. Planning and Implementing Assessment

- Teachers use the **backward design** model, as outlined in the Understanding by Design (UbD) framework, to plan toward the intended learning outcomes.
- They may also design interdisciplinary assessment tasks in collaboration with other subject areas.
- Teachers provide students with clear, understandable, and explicit instructions, including the criteria and expected outcomes for each task.
- They assess various dimensions of student learning, including cognitive, metacognitive, creative, emotional, physical, and social development.

3. Individual Differences and Inclusivity in the Assessment Process

- Teachers diversify assessment practices by taking into account students' individual developmental differences, learning profiles, and needs.
- They consider the unique circumstances of students with special educational needs or learning difficulties, and reflect these factors when interpreting assessment results.

4. Daily Monitoring and Implementation Details

- Teachers record significant observations from daily learning processes and monitor student performance in detail.
- When implementing assessment tools, they set flexible, balanced, and fair submission deadlines—taking into account rubrics, completion timelines, and students' workload in other courses.
- Teachers define the acceptable scope of AI tool usage in assessment and require students to transparently declare any AI-supported use by specifying the time, format, and purpose.

5. Informing and Reporting to Parents

- Teachers document students' progress and levels of achievement toward learning goals and provide parents with accurate and comprehensible reports about their child's development and goal attainment at least twice a year.

The implementation and monitoring of these responsibilities shall be conducted in accordance with the principles of the **Instructional Supervision Policy.**

TYPES OF ASSESSMENT

At Hisar School, a variety of methods are used in student assessment.

1. Internal Assessment

Students' academic progress is assessed in different ways depending on the structure of the subject, the grade level, and individual student characteristics. Internal assessments generally fall into two categories: formative or summative.

1.1. Formative Assessment

The purpose of formative assessment is to provide continuous feedback that helps teachers enhance their instructional practices and enables students to improve their learning processes. Formative (process-oriented) assessment is supported through digital platforms and AI-powered tools. These systems offer students immediate and personalized feedback, contributing to the identification of learning gaps and the personalization of instruction.

Formative assessment:

- Helps students identify their strengths and areas for improvement.
- Enables teachers to recognize areas where students are struggling and respond promptly.
- Typically does not have a direct impact on end-of-term grades.
- Formative assessment can be implemented through various methods, such as:
  - Quizzes
  - Teacher observations and anecdotal records
  - Review of notebooks and workbooks
  - Question–answer sessions and discussions
  - Exit tickets
  - Peer/self-assessment activities
  - Whiteboard tasks
  - "Thumbs up/down" technique
  - "What did we learn today?" activities (in writing or drawing form)

Assessment Type / Concept	Description	Example
Formative Assessment	Assessment conducted to support the learning process.	Short quizzes, concept maps, instant feedback
Self-Assessment	The student evaluates their own learning by reflecting and structuring their progress.	Learning journal, evaluating own work using a checklist
Peer Assessment	Students evaluate each other's work based on set criteria.	Students giving scores to peers after a presentation
Criterion-Referenced Assessment	An objective assessment method based on predefined criteria.	Evaluating written work based on grammar, content, and structure criteria
Rubric	A scoring guide that clearly defines performance levels.	Using a rubric to rate a written project from beginner to advanced
Performance Assessment	Assessment based on real-life tasks or applications.	Science lab report, evaluation of a design product
Alternative Assessment	Assessment using methods other than traditional tests.	Portfolio presentation, digital storytelling, drama activity
Summative Assessment	Assessment that documents the level of learning at the end of a process.	End-of-term/unit exam, final performance task
Diagnostic Assessment	Assessment to identify prior knowledge and learning needs.	Pre-unit readiness test
Dynamic Assessment	Evaluation of potential learning through guided support.	Assessment of a skill while the student receives teacher support
Portfolio	A collection of various student works demonstrating development over time.	Presentation of written and visual work accumulated throughout the year

1.2. Summative Assessment

The purpose of summative assessment is to measure how much students have learned by the end of an instructional unit and to compare their performance against a specific standard. Both students and teachers can use the results of summative assessments to inform future learning and instruction.

Summative assessments typically:

- Take the form of written exams or project-based tasks
- Contribute to students' end-of-term grades.
- Are administered under controlled conditions by the teacher.
- Are directly aligned with curriculum objectives.

Summative (outcome-based) assessment practices are enhanced through digital tools to become more inclusive and student-centered. AI-supported systems can offer differentiated assessment content tailored to students' levels, while digital platforms provide more flexible environments for students to demonstrate higher-order skills such as creativity, problem-solving, and critical thinking.

2. External Assessment

Hisar School also utilizes external assessments to compare students' academic performance against national and international benchmarks. These assessments allow for the evaluation of student achievement in relation to other national and international curricula.

Today, the majority of external assessment tools are conducted through digital platforms. As such, students are expected to engage in digital testing environments ethically, safely, and responsibly.

Hisar School is committed to guiding students through these processes and upholding the principles of transparency, accessibility, reliability, and data security in all digital external assessment practices.

External Assessments Administered at Hisar School

Assessment Name	Content Areas	Grade Levels
AP (Advanced Placement)	Various Subjects	Grades 11–12
Mathematics AMC	Mathematics	Grades 9–10
Mathematics CEMC	Mathematics	Grades 7–12
PSAT /NMSQT	Evidence-Based Reading and Writing, Mathematics	Grades 10–11
PSAT 8/9	Evidence-Based Reading and Writing, Mathematics	Grade 9
SAT	Evidence-Based Reading and Writing, Mathematics	Grades 10–12 (including external candidates)
IELTS	English (Listening, Reading, Speaking, Writing)	Grades 9–12
ISA (International Schools' Assessment)	English (Reading, Narrative/Reflective Writing, Argumentative Writing)	Grades 5–8
Scientific Literacy	Science	Grades 5–8
Mathematical Literacy	Mathematics	Grades 5–8
FIT (A1)	Modern Languages / German	Grades 7-12
FIT (A2)	Modern Languages / German	Grades 10-12
FIT (B1)	Modern Languages / German	Grade 12
DELF (A1)	Modern Languages / French	Grades 7–12
DELF (A2)	Modern Languages / French	Grades 10–12
DELF (B1-B2-C1)	Modern Languages / French	Grades 11-12

External Assessments Administered at Hisar School		
DELE (A1)	Modern Languages / Spanish	Grades 7–12
DELE (A2-B1)	Modern Languages / Spanish	Grades 10–12
MATBEG, Caribou, Istanbul Science Olympiads	Mathematics	Grades 5-8
AMC	Mathematics	Grade 8
ECIS	Mathematics	Grades 5-6
MATBEG	Mathematics	Grades 3-4
OKUBEG	Turkish	Grades 3-4
BTD	Mathematics, Turkish, Science	Grade 4
Benchmark	English	Grade 4
Royal Academy (ABRSM)	Music	Grades 3-12
Certiport – Swift App Development	Computer Science / App Development	Grades 10-12
Certiport – Autodesk Certified User	Computer-Aided Design	Grades 10-12
Certiport – ACP: Adobe Certified Professional	Digital Media / Design	Grades 10-12
CS CEMC	Computer Science	Grades 10-12

REPORTING OF STUDENT ASSESSMENT RESULTS

An effective reporting process aims to provide accurate and transparent information regarding students' social-emotional development and academic achievement. This process is supported by assessments aligned with curriculum standards and by open, two-way communication between teachers and parents.

Parents are given regular opportunities to meet with teachers to discuss their child's overall development. Student progress is continuously monitored through collaboration among teachers, school administrators, and families.

Student progress is reported to parents through the following channels:

- End-of-term report cards (official academic reports)
- Mid-term progress reports
- Updates on the school's digital portal
- Parent-teacher conferences

Mid-term progress reports are used to inform families about student development and are typically shared after mid-term exams. These reports allow time for improvement before final evaluations.

At the primary, middle, and high school levels, the Student Attitude and Responsibility Evaluation Form (ÖDF) is used to assess not only academic performance, but also students' attitudes toward learning and classroom behavior. This form serves as a key tool to holistically support students' academic and personal development, encouraging self-assessment and a sense of responsibility in the learning process.

The management of assessment results is not limited to measuring student success in a single task; it is a multidimensional process in which the teacher analyzes whether meaningful learning has occurred. In this context, teachers carefully examine the outcomes of each learning activity and evaluate whether the intended learning objectives have been achieved, using both quantitative and qualitative data.

If the expected learning goals are not fully met, teachers revisit and revise their assessment tools, instructional strategies, and pedagogical approaches. This may involve flexible and intentional changes to the content, methods, or the type of support provided to the student during the learning process.

In this process, attention is paid not only to student performance but also to external factors that may influence learning. Factors such as a student's emotional state, environmental conditions, learning styles, language proficiency, and individual needs are taken into account when interpreting assessment results. In doing so, assessment outcomes are not regarded merely as an "end result," but as a tool that informs instruction and supports ongoing growth.

Teachers also provide individualized feedback to students based on assessment data, encouraging students to take ownership of and actively improve their own learning. This approach transforms assessment into a learning-focused developmental process for both teacher and student.

Digital reporting systems (such as HisarNet) support the timely sharing of student performance data, enable uninterrupted teacher-parent communication, and promote transparency in tracking the learning process. These systems are used in strict adherence to the principles of data privacy, security, and transparency, and are fully aligned with KVKK (Law on the Protection of Personal Data).

To support students in monitoring their own development, access to personalized feedback is provided through digital platforms such as HisarNet, the Student Attitude and Responsibility Evaluation Form (ÖDF), Google Classroom, and Coursera. This process plays a vital role in helping students take responsibility for their own learning and make informed decisions about their learning goals.

REPORTING

School Level	Reporting Practices
Preschool	2 Development Reports 1 Portfolio Presentation 2 General Parent Meetings Weekly Online Parent–Teacher Meetings
Primary School	2 Report Cards 2 Development Reports 1 Portfolio Presentation per class 2 General Parent Meetings - Weekly Online Parent–Teacher Meetings
Middle School	Student Attitude and Responsibility Evaluation Form (ÖDF) 2 Development Reports 2 Report Cards 2 General Parent Meetings Weekly Online Parent–Teacher Meetings
High School	Student Attitude and Responsibility Evaluation Form (ÖDF) 2 Report Cards 2 General Parent Meetings Weekly Online Parent–Teacher Meetings

MONITORING AND DEVELOPMENT

- The implementation of this policy is periodically reviewed by department heads and relevant school administrators, taking into account the updated regulations of the Ministry of National Education (MoNE). During this process, feedback from teachers, students, and parents is also considered to ensure that the policy remains inclusive, practical, and effective.
- In line with evolving technologies and pedagogical approaches, the policy is reviewed and updated at least once a year. Following any updates, the impact of implementation on student development and the overall learning processes across the school is regularly monitored and reported.