



Özel Bilkent Schools

ADMISSIONS 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 authorisation 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.



International Baccalaureate®
Baccalauréat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

CONTENTS

1. Background	5
2. Admissions Statement	5
3. Admissions Process	6
3.1 Early Years Programme & Primary School	6
Advertising of Availability of Places	6
Visit to the School	6
Initial Registration	6
Processing of Applications for Early Years Programme and Grade 1	6
Processing of Applications for Grades 2 to 4	7
Entrance to Grade 5	7
3.2 Middle School	7
External Students for Grade 5 Entrance	7
Entrance to Middle School: Grades 6, 7 and 8	7
3.3 High School	7
Entry into Grades 9 to 12	8
IB DP Entry Requirements	8
3.4 Special Educational Needs Admissions	9
4. Withdrawals	9
5. Documents Required on Application and Registration	9
APPENDICES	9
APPENDIX 1: High School Entrance Assessment Aims, Regulations, and Examples:	9
APPENDIX 2: School website URLs for parents wishing to register to the schools	9

1. Background

Özel Bilkent Schools are an International Baccalaureate (IB) Continuum World School and provide education based on the principles of an IB education from ages 4 to 18. In accordance with the Turkish Ministry of Education's 4-year Primary, 4-year Middle, and 4-year High School education system, our Primary Years Programme ends at Grade 4, and our Middle Years Programme begins with Grade 5.

The Primary School offers the IB Primary Years Programme (PYP), authorised in 2012, which is a transdisciplinary programme including the Early Years Programme (ages 4 to 6), and Grades 1 to 4 (ages 6 to 10); a total of 6 years. The first cohort to complete the PYP exhibition was in 2016.

The Middle School offers the IB Middle Years Programme (MYP), authorised in 2018, which offers a framework of subject-specific and interdisciplinary understanding from grades 5 to 10 (ages 11 to 15), crossing from the Middle School, Grades 5 to 8, to the High School's first two years, Grades 9 and 10; a total of 6 years. The first cohort to complete the E-Assessment requirements was in June 2023.

All students who receive an education from the Özel Bilkent Schools (Early Years through Grade 10) will be provided with an IB education while adhering to the Turkish Ministry of National Education (MEB) requirements.

The final two years of High School, Grades 11 and 12 (ages 16 to 18), give students the opportunity to choose between the IB Diploma Programme (DP), authorised in 2008, or the Turkish MEB programme. Both tracks allow students to study for the university entrance exam, however those studying the IB DP have the chance to attain both a national high school diploma and IB diploma.

2. Admissions Statement

The schools provide parents with the possibility of having their children follow a high quality IB Continuum education from an early age. This framework ensures that students graduate with well-formed global perspectives, with an inquiring mind-set, with the necessary academic and critical skills to be successful in their chosen university programmes, and with an awareness of the needs of their society and with the ability to organise for the fulfilment of those needs.

The schools support the provision of a rigorous educational experience for students and actively seek parents and students who wish to experience an education which will develop their talents, academic skills, and social awareness, and prepare them for global citizenship.

Özel Bilkent Schools pursue an open admissions policy and welcome students from all nationalities but recognise that the current school catchment population is mainly comprised of Turkish nationals, with a small number of families from other nationalities, with bi-lingual backgrounds. This recognition shapes the delivery of the curriculum in meeting the future needs of students. The schools make it clear to prospective families and pupils that our curriculum, while shaped by the IB international framework, is bound by MEB requirements and curriculum so that families can make the right choices according to their educational preferences.

Özel Bilkent Schools provide support for those for whom Turkish is an additional language but seeks to convey clearly to parents the challenges that accompany acceptance of those with reduced competence in Turkish relative to the class level in which they integrate into the school. English is the second language of the schools and students start learning English in a bilingual environment in the Early Years Programme. This means that as students progress through the school, they have the chance to become proficient in their English language skills.

The schools are therefore also committed to ensuring that new admissions are able to integrate at the required level into the relevant English phases offered to the year group suited to their age.

3. Admissions Process

Each of the three schools welcomes admissions from all parents who wish to enrol their children. Each school specifies its **admissions process** clearly on its school website and admission is completed via the school's K-12 system (see Appendices for website links). The ages for assignment to levels follows those set out by the Turkish Ministry of Education (Temel Eğitim ve Ortaöğretim Kurumları Yönetmeliğinde: <http://meb.gov.tr>).

The schools communicate clear **admission requirements** to prospective families through the website of each school, with clear dates specified for the process of admissions. Each school accepts students through a set of criteria relevant to the school in question, which recognises the need to account for factors mentioned above, as well as the ability of students to integrate successfully into the requirements of the IB programmes.

Currently demand outstrips capacity of the schools to accept all students, therefore a selection process is operated by each of the three schools as follows:

3.1 Early Years Programme & Primary School

Advertising of Availability of Places

- Availability of places in the primary school is advertised online on the school's web page prior to the date on which applications are accepted. Opening and closing dates for initial application are clearly provided on the website.

Visit to the School

- Information meetings are prepared by the school to which all interested parents are invited. Information meetings are led by the General Coordinator, the Principals and Vice-Principals. These meetings provide background information, allow parents to get familiar with the school's approach to education, and provide parents with a tour of the school, with the appropriate level teachers, and the opportunity to ask questions and receive further detailed information.

Initial Registration

- Parents who are interested in registering their students are asked to complete online procedures and relevant documents giving information, including age, desired entry level, previous education if relevant, family details, and other background information related to the child (special educational needs, etc.). A registration fee is charged for the processing of applications.

Processing of Applications for Early Years Programme and Grade 1

- Once registration closes, those families who have applied are called to the school with their child at times specified by the administration for an entry process. This usually takes place on a weekend after registration is closed.
- The entry process requires applicants to bring their children to the school for a personal interview with the school counsellors. Children are also placed into a group of similarly aged children and observed by classroom teachers. After the individual interview, prospective students participate in a group activity with their peers to observe their communication skills.
- The counsellors and classroom teachers then draw up a list of eligible students based on selection criteria, and the families of those admitted are informed of their right to enrol their children in the school. The list also includes families whose children are on standby, should one from the former list withdraw.
- Parents are given a specified time to register after which their right to enrolment is no longer valid.
- Registration requires the payment of the educational fee by the date provided, upon which registration is secured.
- In the case of non-payment by the date required, the school progresses to the stand-by list and offers the opportunity to register based on the order designed at the interviews.

Processing of Applications for Grades 2 to 4

- The registration process mirrors that for the pre-school and Grade 1, but the selection process incorporates a test of knowledge, skills and attitudes based on curriculum expectations, as well as an interview with the counsellors, and selection is made accordingly. Those who meet the set criteria are invited to register. Again, a stand-by list is developed depending on availability of places and operated if the registration requirements are not completed as required by those eligible.

Entrance to Grade 5

- Records for all students at the Primary School are kept and are forwarded to the Middle School for those students wishing to continue at Özel Bilkent Schools. The primary school supports students in Grade 4 who may need help, with a view to strengthening the knowledge and skills they will need in Grade 5/MYP.

3.2 Middle School

The middle school is authorised for the Middle Years Programme (MYP) and all students accepted follow the IB MYP framework.

External Students for Grade 5 Entrance

- Entry into the fifth grade is based on the student's performance in a written examination determined by the school. Registration for the entrance exam, necessary procedures, conditions, dates and examples of the evaluation system are published as a separate publication at least two months before the exam and as a booklet on the school's website with timetables.
- As written in the School Regulations, accepted by the Turkish Ministry of National Education (MEB), the entrance exam requires students to exhibit required levels of ability in their first and second languages, Turkish and English respectively, and mathematics.
- Once the exam has been taken, students are ranked according to their performance in this exam.
- A list of eligible candidates is drawn up and families are invited to register their child(ren) within the required timescales advertised, and according to the availability of places.
- External students who are accepted to the Middle School are assigned to English phases (levels) according to their performance in the entrance exam from the English language assessment section.
- If the available quota is not filled, the student recruitment exam may be reopened to prospective candidates in June. Information about the exam to be held in June is made available on the school website at least 2 months in advance.

Entrance to Middle School: Grades 6, 7 and 8

- Registration to Grades 6, 7 or 8 follows the same advertising, information provision, and initial registration as for the Primary School (see above and visit the school's website).
- Once registered, students are invited to sit a test covering their knowledge in Turkish, English and mathematics.
- Students who are successful in the entrance exam are invited to register to the school, depending on the availability of places, within the timescales as advertised on the school's website.
- If the available quota is not filled, the student recruitment exam may be reopened to prospective candidates in June. Information about the exam to be held in June is made available on the school website at least 2 months in advance.

3.3 High School

The High School follows the IB MYP programme (years 4 and 5) for all students in Grades 9 and 10. The school provides a choice of programmes for Grades 11 and 12. Parents and students may opt to either follow the IB

DP (which incorporates the MEB programme) or focus solely on the MEB curriculum. Entry to the IB DP is based on criteria, outlined below. The registration process, with important deadlines, is posted on the school's website and the necessary application is made online.

Entry into Grades 9 to 12

- Entry to the High School is competitive for all students, those from the Özel Bilkent Middle School and those applying from other schools.
- Acceptance to the high school is based on acceptable performance on an entrance exam, viz. a test of English, Math, Turkish, Social Sciences and Science. The tests are administered on a single day in May and families are notified of the outcome within two weeks.
- Those eligible are invited to register within a required period, along with payment of the necessary fee instalment, as advertised online. Registration is secured once this has been done.
- If additional places exist, then a second entrance exam will be run in the period prior to the new academic year. Acceptance will mirror the rules for the first exam and registration will depend on satisfactory performance in the entrance exam and payment of fees by the date specified.
- The school may decide to accept students through the national high school entrance exam (LGS) which is administered by the Turkish Ministry of Education (MEB), if places are available and if the students meet the minimum criteria specified by the High School.

IB DP Entry Requirements

Students who intend to continue in the IB DP in grades 11 and 12 should meet some requirements to be admitted to the programme. These requirements are in place to protect students' wellbeing and prevent possible disappointments students might experience because of lack of linguistic, mathematical, scientific ability or knowledge. Currently, the entrance requirements for the IB Diploma Programme are:

- No failing grades in Grade 10;
- Having a minimum GPA of 75/100;
- Passing an internationally recognised English exam by the end of Grade 10.
 - TOEFL ITP is the recommended exam for this age group and purpose as some other internationally recognized exams may be too challenging due to their content. Students require 550 points from the TOEFL ITP English examination to enter the DP. Students scoring between 550 and 580 are generally placed in English B classes, with students scoring 580 and above being placed in English A classes. Exceptions may be made based on desired university requirements and interviews with the DP coordinator/school administration provided the class is still at the appropriate level of challenge. The school makes necessary arrangements for Özel Bilkent students to take the TOEFL ITP exam at school at a reasonable price to make it more convenient for them and to support them in their DP preparation journey;

Alternatively, students may sit one of the following internationally recognized English exams.

- 75 in the TOEFL IBT exam, with a minimum of 17 in each paper;
- An average of 6.5 in the IELTS Academic examination, with a minimum of 6.0 on each section;
- A-A* in IGCSE English Literature for IB DP English A and a minimum C-B in IGCSE English Literature for IB DP English B.
- A 'B' Grade in the Cambridge English First Certificate Examination (FCE)
- 'Pass' in the Cambridge Proficiency in English (CPE).

Students are allowed to sit the exams multiple times and to resubmit English scores until the end of grade 10 in order to be accepted into the DP or to be accepted into an English A course. When students can't pass the English test by the end of Grade 10, an extension into the summer months *may* be obtained upon

approval of the school administration. (Please see the Language Policy for further details about English A and B levels).

- A recommendation from Grade 10 subject teachers as to preparedness of the student to meet the Diploma Programme requirements based on pre-specified criteria. (When teachers think students should not select a course or lack some concepts, they guide the students regarding which materials they should cover to improve themselves or which courses/levels they should consider to make logical, realistic university plans;
- An acceptable attendance record;
- An acceptable disciplinary record;
- A signed contractual agreement by student and parent that they have read and accepted the conditions related to registration to the Diploma Programme;
- Completed high school registration requirements and payment of fees.

3.4 Special Educational Needs Admissions

During all registration processes to the three schools, families are asked to make known any disability or special educational need which may affect a student's ability to take full advantage of the education provided at the school. Should special educational needs or disability become apparent after admission, the school will consult with parents about reasonable adjustments that may allow the student to continue at the school. (See our Inclusion policy for information about teaching and learning provisions made for special needs students).

4. Withdrawals

Intention to withdraw from the registration process of one of three schools should be given in writing prior to the deadline announced on the school's website in order to obtain a full refund of application fees. Families who withdraw students *after* registration are required to submit a petition regarding the student's withdrawal. Withdrawals may be made except during the last three weeks of each semester in accordance with MEB regulations. In such cases, a 10 percent fee is charged and the remainder of the school fee is reimbursed.

5. Documents Required on Application and Registration

- The documentation required for application and eventual registration is outlined on the Primary, Middle and High School's website.
- All information given by parents related to their own situations and those of the child(ren) remains strictly confidential to the school in accordance with Türkiye's Personal Data Protection Law (KVKK) and is not communicated to any other persons without express permission of the families concerned, other than to those who need the information for registration purposes.

Appendices

APPENDIX 1

High School Entrance Assessment Aims, Regulations, and Examples: <https://obl.bilkent.edu.tr/index.php/tr/>

APPENDIX 2

School website URLs for parents wishing to register to the schools

High School: <http://www.obl.bilkent.edu.tr/index.php/en/>

Primary and Middle Schools: <http://www.obl.bilkent.edu.tr/>



Özel Bilkent Schools INCLUSION 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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--	---

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.

 International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

CONTENTS

1. Respect and Tolerance to Diversity and Difference	5
2. Inclusion in the School Community	6
2.1 Awareness-raising and Celebration of Diversity	6
2.2 Countering Prejudice in the Broader Community	6
2.3 Inclusion Reflected in the Curriculum and Inquiry	6
2.4 Actions to Ensure Gender Equality	6
3. Special Education in our School Community	7
3.1 Basic Principles and Beliefs about Inclusion	7
3.2 Identifying Individuals with Diverse Needs	8
3.2.1 Individuals with Special Needs	8
3.2.2 Individuals with Special Educational Needs	8
3.2.3 Specially Talented and Gifted Students	8
4. School Practices Regarding Inclusive Arrangements	9
4.1 Special Education Teacher(s)	9
4.2 Student Counsellors	9
4.3 National Regulations	10
4.4 Shadow teachers/Helpers	10
4.5 Physical Environment and Materials	10
5. Admission of SEN students to Private Bilkent Schools	11
References	12

1. Respect and Tolerance to Diversity and Difference

The global community astonishes us daily by confronting us with its creative diversity, thus challenging us to rethink our place within that community, and how we can value that diversity with a view to creating a more tolerant and peaceful world. It is our belief that communities of learners who reach out to embrace and include diversity in their aspirations are more able to work towards a sustainable model of harmonious living and to address the issues which are at the forefront of global concerns going into the future.

An IB education in our view is about establishing a foothold of respect and tolerance in communities, particularly where current practices do not reflect an ideal model, in order to spread a message which recognizes the right for all members of any community, be they global, national, local, or familial, to be accepted and valued for their differences. Diversity expresses itself in many ways, including gender, age, race, ethnicity, cultural background, physical and mental ability, socio-economic status, religion, sexual orientation and language. Our policy recognizes that members of the school community should make a constant effort through its educational practices to eliminate prejudice in whatever form so that those who differ in their diverse orientations or personal characteristics can develop as fully accepted members of the communities of which they are a part and reach their full potential.

All members of the community should be accepted for who they are, should feel valued, cared for, understood and trusted. The school makes every effort to ensure that they are valued for their strengths, set realistic expectations yet challenged in their learning, heard and listened to, and provided with an opportunity to participate in decision-making. The school recognizes diversity only in so far as it provides differentiated learning opportunities which reflect an individual's needs, but the school does not disregard prejudice of any sort towards those who are different in their orientations or capacities. The school actively promotes understanding, tolerance, and inclusion so that diversity is valued as a positive contributor to the culture of the school and community.

This document outlines the practical steps that the school community takes in promoting diversity and tolerance of diversity, and links to other policies and practices outlined in the Admissions, Language, Assessment and Academic Honesty Policies. IDF Özel Bilkent Schools seek to ensure that all student needs are addressed, and provision made available to them throughout their school career. The school acknowledges the right of all students to a broad and balanced curriculum which is inclusive, reflecting diverse needs and facilitating opportunities to create a culture in which such needs are valued.

Özel Bilkent Schools *Inclusion and Special Educational Needs Policy* has been collaboratively developed with students, parents, teachers and administrators, while considering the Rules and Regulations on Special Education and Guidance Services of the Turkish Ministry of Education, the Declaration of Rights of the Child, the United Nations (UN) Convention on the Rights of Persons with Disabilities, and IB documents: Inclusion within the International Baccalaureate Programmes, The IB Guide to Inclusive

education: A Resource for whole School Development, Meeting Student Learning Diversity in the Classroom, Learning Diversity and Inclusion in IB Programmes, Making the Primary Years Programme (PYP) Happen; Middle Years Programme (MYP): From Principles into Practice; IB Diploma Programme From Principles into Practice guides (2020); and the IB Learner Profile. The policy is accessible through the school's website for everyone.

2. Inclusion in the School Community

Inclusion is a process of participating all students with a culture of collaboration and problem-solving in the school community.

2.1 Awareness-raising and Celebration of Diversity

The school considers barriers to learning from multiple perspectives and promotes inclusion of all students. Diversity within the school community does not create a barrier to learning and the school promotes acceptance and celebration of diversity through written and hidden curricula. The leadership team is involved in developing effective strategies to increase access and participation. Daily interactions within the school community create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community. The learner profile plays a role in promoting the agency to affirm identity and the school supports access for all students to the IB programmes and philosophy.

2.2 Countering Prejudice in the Broader Community

The school develops and implements policies and procedures to encourage students' counter prejudice in their lives and in the broader community. The school provides support for its students with learning needs and support for their teachers.

2.3 Inclusion Reflected in the Curriculum and Inquiry

The school fosters an inclusive curriculum by incorporating differentiation and universal design for learning into its units of inquiry to address the diverse needs and learning styles of all students. Learning materials and lessons are designed with engaging content that emphasizes understanding, respect, and international mindedness, while also promoting students' reflection skills. Teaching and learning focus on human commonalities, diversity, and multiple perspectives, ensuring a dynamic and respectful environment that meets individual learning needs and nurtures thoughtful engagement.

2.4 Actions to Ensure Gender Equality

Common understandings, policies and practices take into account gender equality, human rights, and diversity. All members of the school community are responsible for developing culture and practices that provide equal opportunities for all regardless of their age, gender, culture, race, ethnicity, languages, life preferences, life conditions and/or being above or below the norm with respect to learning abilities.

3. Special Education in our School Community

The IB supports the following principles of an inclusive education where:

- education for all is considered a human right
- all learners belong and experience equal opportunities to participate and engage in quality learning which enables them to achieve their full potential through differentiated, engaging, and meaningful learning experiences
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- all students experience success as a key component of learning

read further in Learning Diversity and Inclusion in IB programmes (2020)

Our school helps all students to become productive members of the community who fulfill their social roles, are adapted to their surroundings, and can work cooperatively and harmoniously, equipped with the life skills needed in order to live independently and self-sufficiently. Each student learns, works and produces in order to expand their potential. For this purpose, the school works in collaboration with the Ministry of Education and medical institutions to provide an appropriate social, psychological and academic environment which takes into consideration each student's abilities and needs.

3.1. Basic Principles and Beliefs About Inclusion

The school has a sustainable and an organized structure in terms of the implementation of common decisions, where environments are created in which students can feel safe physically, emotionally and academically and where adults are easily accessible to help solve problems. Individuals with special needs use special educational services to the extent of their educational needs, interests, abilities, and capabilities.

Educational services are planned and carried out for individuals with special needs by taking support from relevant institutions, organizations and experts, and which ensures that such education does not separate individuals from their social and physical environment nor from their peers to the extent this is possible. A reliable and fair method of diagnosis and evaluation is followed to ensure that individuals receive appropriate services to meet their specific needs.

An "Individualized Education Program (IEP)" is developed and implemented for students with special education needs as determined by the Ministry of Education. It ensures that families are educated and active participants in the special education process. Families are informed about their rights, opportunities, boundaries and communication mechanisms in the school regarding their special situation.

Creating positive attitudes in individuals with special educational needs is considered a way of eliminating prejudices about differences.

3.2. Identifying Individuals with Diverse Needs

There may be students who enroll at the school with a range of possible needs. Some of these students may already have been diagnosed by medical institutions and have special needs reports from the Ministry of Education; others may be diagnosed by teachers identifying students who have emotional, social, behavioral and learning difficulties as well as students who are talented/gifted in different areas. Upon suspicion of a learning difficulty or gifted situation, teachers complete observation forms and inform the Psychological Counselling and Guidance Unit (PCG). The PCG Unit comes together with the class teacher and branch teachers as well as the special education teacher to determine the situation of the student in question and decide on whether to request professional diagnosis and/or differentiated in-school practices. Objectives targeting students with special educational needs are formulated and assessed within the first month of the academic year, then these objectives are implemented in the school's strategic plan.

Individuals with special needs that can be included in this scope are as follows:

3.2.1. Individuals with Special Needs

- Chronic diseases and diseases requiring a long treatment period,
- Physical challenges,
- Sudden trauma experiences (Situations that disrupt the daily routine, that create sudden or unexpected changes; that create horror, anxiety and panic confuse the interpretation processes of the person)

3.2.2. Individuals with Special Educational Needs

- Specific Learning Disabilities (dyscalculia, dyslexia, dyspraxia),
- Hearing Impairments,
- Visual Impairments,
- Speech, Language, and Conversation Impairment,
- Autism,
- Attention Deficit and/or Hyperactivity Disorder,
- Intellectual Disability Due to Mental Retardation,
- Talented and Gifted Individuals
- Social, Behavioral and Emotional Disorders
- Students from abroad with different language and/or cultural perspectives

3.2.3. Specially Talented and Gifted Students

The teacher who identifies a gifted or specially talented student in their class (Grades 1-3) reports this information to the Psychological Counseling and Guidance Unit. The school administration, the Psychological Counseling and Guidance Unit, and a committee consisting of class and branch teachers

then direct the student to the Science and Art Center (BİLSEM) for diagnostic and placement evaluations, conducted nationwide in accordance with the conditions set by the Ministry of National Education (MEB). The families of students selected to participate in this evaluation process are informed by the school administration, and their approval is obtained. Families who consent to the process receive the evaluation entry documents provided by the MEB and ensure that their children participate in the exam.

Students who perform successfully in the BİLSEM pre-evaluation and individual evaluation processes are diagnosed as gifted or specially talented in one or more specific areas. These students then have the right to receive support education tailored to their talent areas at BİLSEM, affiliated with the MEB, on specific days and times of the week.

4. School Practices regarding inclusive arrangements

Coordination and cooperation between the administration, parents, students, teachers, support personnel and other units in the wider environment (medical support systems, special education institutions, individual support persons and organizations, etc.) are developed to encourage and manage inclusion practices.

Professional development needs of all school personnel in the areas of special education and inclusion are identified and cooperation of all stakeholders is sought for meeting professional development needs.

4.1 Special Education Teacher(s)

There is a Special Education Teacher working full time in coordination with teachers, coordinators, counsellors and parents to organize the inclusive education environment. The Special Education Teacher carries out the necessary studies and evaluations to determine the individual needs of the student who requires special education and informs the necessary people and units to provide the student with the most suitable environment.

The education plan is differentiated by the teacher according to the needs of the student, taking into account the characteristics and competencies of the individual in all developmental areas. With a student-centered approach, the teaching programs are created and updated in line with the developmental profile and temporary/permanent needs of the students.

4.2 Student Counsellors

Counsellors provide information that improves understanding, positive attitudes, encouragement and problem-solving approaches in the staff who teach students with different needs and support them when necessary. Coordination and cooperation between the school administration, teachers, students and parents are ensured by the counsellors. The required approach is determined and a targeted intervention programme (TIP) is designed by combining the general profile of the student with the opinions of all teachers, PCG and family. The process is monitored through regular evaluations, observation reports and feedback. If the targeted intervention programme meets the needs of the student, it is continued; if it does not, the necessary guidance is provided.

4.3 National Regulations

The student who is determined to be suitable for special education by official institutions continues her/his education within the Inclusive Education Program at our schools. The school carries out the legal process in accordance with the expectations of the Ministry of National Education for students who are medically diagnosed or who have documented different educational needs. At the end of the process, individuals are directed to support training programs appropriate for their needs, according to the report results of the special education evaluation board. The Individualized Education Program Development Unit (IEP-DU) consists of the relevant teachers, vice principal, parents, students, guidance teacher and special education teacher under the chairmanship of the school principal. The responsibility of the Individualized Education Program Development Unit (IEP-DU) is to coordinate the preparation, implementation, monitoring and evaluation of the Individualized Education Program (IEP) developed for students with special education needs. With the cooperation of special education and subject teachers, an individualized education program for each unit is planned for the subjects needed. Course materials, assignments and evaluations are prepared in accordance with the individual development of the student. When appropriate and necessary, studies can also be carried out in a separate “support” room with the suggestion of the Individualized Education Program Development Unit (IEP-DU) for students who will receive individualized education programs with a special education teacher. Teaching materials, including Information and Communication Technology, are differentiated according to the needs and requirements of the student. The assessment is based on the IEP and is consistent with the school's assessment policy. Results are recorded and archived, and files are kept for the entire educational period of the student. The Individualized Education Program Development Unit (IEP-DU), whose duties and responsibilities are clearly defined, meets regularly with parents and / or students as specified in the Ministry of National Education Regulation.

Group or individual support education activities are carried out in our school for the special ability areas of gifted students who are successful in the BİLSEM exams held by the Ministry of National Education at the primary school level and recognized by official institutions. Students are given the opportunity to demonstrate their talents and work.

4.4 Shadow Teachers/Helpers

When needed, the school can request parents to assign a shadow teacher or helper to the school / classroom to meet the special needs of the student. An action plan is prepared in cooperation with the PCG, classroom teacher and / or branch teacher and parents to create a special study program for the student.

4.5 Physical Environment and Materials

If a regulation is required regarding the physical environment or any materials in order to meet the special needs of the student, the condition is conferred with the school administration and relevant individuals about facilitative solutions. All students are encouraged to be as independent as possible. Necessary

arrangements are made for students to participate in social, artistic, cultural and sports activities in line with their individual profiles.

5. Admission of Special Needs Students to Özel Bilkent Schools

Necessary arrangements are made for prospective students with special needs upon entering our schools. (See School Admission Policy)

When individuals with mild or moderate needs are accepted to IDV Private Bilkent Schools, they continue their education at our school unless they choose to leave or up to a point where the school is no longer able to support their intensive special needs.

References

- Guidance for Writing A Special Educational Needs Policy Post-Primary Development Group. CASS, Schools and Special Education Working in Partnership June 2011.
- Rules and Regulations governing Special Education Services of the Ministry of National Education.
- Rules and Regulations governing Psychological Counselling and Guidance Services of the Ministry of National Education.
- MoNE and EU Project on Strengthening Special Education, School without Barriers Model Road Map, Standards and Performance Indicators, June 2013, Ankara.
- MoNE and EU Project on Strengthening Special Education, Teacher's Guide to Inclusive Education Practices, June 2013, Ankara.
- The IB Guide to Inclusive education: A Resource for whole School Development.
- PYP, MYP; DP and IB Career-related Certificate Meeting Student Learning Diversity in the Classroom, May 2013.
- Special Educational Needs within the International Baccalaureate Programmes, August 2010.
- IB Continuum Learning Diversity and Inclusion in IB Programmes, January 2016.
- IB Standard and Practices 2020.



Özel Bilkent Schools

ACADEMIC INTEGRITY 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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--	---

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.



International Baccalaureate®
Baccalauréat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

CONTENTS

1. Purposes of the Academic Integrity Policy	5
2. Implementing the Learner Profile to Maintain a Culture of Academic Integrity	6
3. Rights and Responsibilities in Matters of Academic Integrity	6
3.1. Students	7
3.1.1 Academic honesty in examinations	7
3.1.2 Academic honesty in research and assignments	7
3.2. Teachers	8
3.2.1 List of duties	8
3.2.2 Responsibilities regarding accepting, maintaining, modeling and internalizing the principles of academic integrity.	8
3.3 The Library and Librarians	9
3.3. Parents and Legal Guardians	9
3.4 School Administration and Leadership Team	10
4. Rewarding Skills That Promote Academic Integrity	10
5. Actions/Sanctions in Case of Violation of the Policy	10
5.1 Definitions, Action and Sanctions for Maintaining Academic Integrity	11
5.1.1. Cheating	11
5.1.1.1. Cheating during internally assessed school exams	11
5.1.1.2. Cheating in externally assessed IB exams	11
5.1.1.3 Using prohibited materials during an exam	12
5.1.2. Plagiarism	12
5.1.3. Not complying with citation conventions	13
5.1.4 Abusing Responsibility in Collaborative Assignments	13
5.1.5. Disruptive behavior during internal and/or external exams	13
5.1.6. Taking the exam in someone else's place	14
Resources	15

Forward

The digital age has eliminated many barriers to communication and brought the world's citizens closer together. With this era, the forms of information sources have diversified, and faster access to information has become possible by eliminating the boundaries of place, time and space. The increase in the richness of access to information sources has created the need to combat all kinds of misinformation and disinformation. In this age where content is freely produced and published, the ability to decide, access, select, use and synthesize accurate, valid and reliable information has gained importance. This development calls for a renewed emphasis on the importance of upholding the principles of academic integrity.

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.” (IB Academic Integrity Policy 3). It is the use of information within the framework of ethical and legal rules. With AI and increased access to information, it is now even more important to teach students the moral issues they need to consider in all their print and digital work. This written policy on "academic integrity" is an honest, fair and principled policy, respecting the legally defined rights of students studying in both the International Baccalaureate Program and the National Curriculum, teachers and school community members, including their parents, and owners of works such as writers, commentators and composers. They are expected to behave accordingly.

With this written policy, we expect students and individuals doing academic studies to apply legal and ethical rules and to act by fulfilling the basic principles of academic integrity such as honesty, equality, respect, courage and responsibility in every aspect of their lives. Our goal is to ensure that the philosophy of academic integrity is internalized in the school community. In this context, in the studies to be carried out in the school community (exhibition booklets, community project, personal project, graduation thesis, internal evaluation studies, reports, homework, performance work and project, e-portfolio tasks), they must comply with the ethical and legal rules regarding copyright and plagiarism issues and within this framework, they must work within the framework of fair use principles. They are expected to write in academic language at international standards.

1. Purposes of the Academic Integrity Policy

“Fostering an academic integrity culture, and a personal positive attitude towards it, requires the design of a school strategy that combines policies and good academic practice, while understanding the fundamental dimension it has in the authentic construction of meaning and learning in all IB programmes.” (9) Our School’s Academic Integrity Policy informs all members of the school community, teachers and students in International Baccalaureate and Ministry of National Education programs, about the rules they must follow and their responsibilities when sharing written and oral work. It was developed to create standards compatible with the IB Academic Integrity Policy in the implementation of the process. The policy defines and explains behavior consistent with academic integrity, unacceptable behavior, and the actions and process to be implemented when misconduct is detected.

The implementation and maintenance of this policy promotes understanding of academic honesty and responsible use of resources within the Özel Bilkent Schools community. By fostering respect for intellectual property and encouraging its protection without relying on sanctions, stakeholders in the school community embrace their responsibility to guide and support one another throughout this process.

The overall aim of the policy is to encourage all members of the school community, including parents and other stakeholders, to act with honesty and integrity, a laudable sense of justice and respect for individual rights, in particular to uphold these principles despite external pressures.

2. Implementing the Learner Profile to Maintain a Culture of Academic Integrity

- Students know that cheating during examinations and tests is stealing the work of others. Being **caring** prevents cheating and the opportunity for others to cheat.
- Students are aware that being **principled** entails maintaining discipline during examinations and tests as well as following invigilator’s instructions.
- Students do their duty and complete their tasks themselves without the assistance of others. If necessary, they will **take risks** to complete their tasks successfully.
- While working in groups, students will work efficiently to complete their tasks. They will be **caring** and **balanced** while interacting with other group members, communicate their ideas with **open – mindedness** and **respect** the perspective of others.
- While doing research, students will be impartial and objective as well as **reflective**. Students will also remember the importance of asking questions and **inquiring** into the subject.
- While doing homework, research or working on a project, the students will make reasonable and conscious decisions using critical and creative **thinking** skills.
- Students **respect** the work of others and avoid copying the ideas and products of others to show them as their own in homework or projects. To prevent this, they use in-text citation and summarization techniques in accordance with MLA 9 (Modern Language Association) rules. At the end of the text, they provide detailed bibliography.
- Students exercise being **principled** by using MLA 9 to make a reference list of various printed and electronic resources they have used in their work.
- Students fulfil their responsibilities of being a responsible, digital citizen while doing their own work and act in a **caring** manner while citing various sources.
- Students **respect** copyright law and avoid using pirate copies.

- Students are knowledgeable while using various technologies and avoid intellectual theft and/or copying information.
- Students are **knowledgeable** when using the technologies offered by the school. They question sources while scanning for information necessary for their research. They choose print and digital sources that contain valid and reliable information. For this purpose, they use databases subscribed by Bilkent University Library.
- While using artificial intelligence applications (ChatGPT, Easybib, Citation Machine etc.,) students are **principled, knowledgeable and caring**. They question the accuracy of the information. They cite quotations from the applications they use in the text, and indicate the applications in the bibliography.
- Students are **knowledgeable** about penalties that may apply if they do not comply with citation requirements.
- While using local networks and internet both at home and school, students exercise the attributes of **caring** and **principled**, especially while using social media. They avoid unethical behaviour of posting derogatory information regarding persons or institutions, viewing or sharing visual content that may have inappropriate, disturbing or derogatory content.

3. Rights and Responsibilities in Matters of Academic Integrity

“Academic integrity is everyone’s responsibility. It must be part of the teaching and learning process and an aspiration of the entire school community.” (IB Academic Integrity Policy)

3.1 Students

Academic integrity is the balance of students’ rights to fair assessment, access to resources, and intellectual freedom and their responsibilities to produce authentic work, respect intellectual property, and uphold ethical standards. All students, when considering matters or practices concerning ‘Academic Integrity’ have the right to be:

- treated with decency as individuals;
- respected;
- heard;
- treated equally, fairly, and impartially;
- provided with an opportunity to explain their perspective;
- judged based on clear evidence;
- given a clear decision;
- treated according to the rules and regulations laid down in this document.

Students are also responsible for accepting, maintaining and internalizing the principles of academic honesty.

3.1.1 Academic honesty in examinations

All students should;

- respect the classroom environment to ensure exam security,
- adhere to the requirements announced by invigilators/proctors,
- not collude on questions in individual exams and assessment,

- not copy, duplicate or transfer others answers to their own exam paper,
- not use materials that are announced as prohibited during an exam,
- not communicate with others in any way which undermines the fairness of an exam.

3.1.2 Academic honesty in research and assignments

All students must act ethically in all the application and writing of research, projects or studies. They should

- acknowledge sources borrowed from the intellectual property of others,
- fully and completely cite all the sources they use in their research, projects or studies, using the technique of quoting and summarizing within the text and in the bibliography at the end of the text,
- mention any artificial intelligence applications they use in their research, projects or studies, in the bibliography at the end of the text, using citation and summarization techniques within the text,
- write their research, projects or studies, including any tables and figures (graphs, photographs, pictures, screenshots, maps, etc.) in accordance with MLA 9 standards,
- use written and visual materials appropriately in law with the laws of intellectual property laws; not have duplicated work completed by another person and submitted as their own.

3.2 Teachers

3.2.1 List of duties

Teachers have an important duty to;

- inform students about the Academic Integrity Policy and promote its use among students,
- teach and support academic writing skills (quoting, direct quoting, summarizing, table and figure representation, footnoting, preparing works cited and bibliography pages and appendices), as well as citation tools that can be used to help build academic integrity habits in accordance with age/grade levels,
- teach students about the importance of diversity, multiple perspectives, originality and impartiality in accessing information
- show students how they can benefit from audiovisual, digital resources and databases
- help teach students to use MLA and familiarize them with different citation styles (Chicago, APA, Harvard) and require students to use MLA in all formal assignments
- enable students to question and evaluate the reliability of the information they find on the internet
- ensure that students use their information literacy skills and the MLA study guide (in the High School) and the MLA referencing table in the Primary and Middle Schools when preparing any work for submission
- prepare evaluation criteria along with relevant marking rubrics which support academic integrity for all assignments/projects which include research/referencing.

3.2.2 Responsibilities regarding accepting, maintaining, modeling and internalizing the principles of academic integrity.

Teachers also have responsibilities regarding accepting, maintaining, modeling and internalizing the principles of academic integrity themselves. To this end, teachers should;

- internalize and support the Academic Integrity Policy,
- have an impartial attitude towards the work of various students maintaining the principle of fairness for all,
- arrange the exam environment with regard to the Academic Integrity and Exam Procedures of the school,
- use Modern Language Association (MLA 9) to reference the sources they share with the students,
- avoid and prevent the use of pirate copies,
- take ethical values into consideration if AI is used in the preparation of their course contents,
- use plagiarism or similarity checking tools to check the originality/AI generated content of student work (assignments, presentations, projects, bibliography).

Should a teacher suspect a violation of the Academic Integrity Policy by a student, the teacher will make their case, and provide concrete evidence of the violation if possible, and take action using required procedures.

3.3 The Library and Librarians

The school believes that the library is an essential hub that provides various types of print and electronic resources necessary for students to adopt and maintain the principles of academic integrity. The librarian encourages the school community to utilize the library.

The aim of Ozel Bilkent School libraries is to;

- provide access to all information resources through an account and/or library card.
- ensure that the school community benefits from technological developments,
- support and improve students' existing reading and library usage habits,

In our school libraries, librarians teach our students information literacy skills that will enable them to become lifelong learners. The librarian;

- creates a reading culture by instilling reading habits in students,
- enhances students' reading and writing skills,
- teaches research methods and techniques,
- informs students about relevant concepts such as academic integrity, copyright, plagiarism and fair use,
- informs students about our library and university library resources and services in order to maximize the effective use of library resources,

- teaches students how to conduct a literature review for their projects, to access various reliable information sources (e.g. printed books, journals, theses, e-books in databases, e-thesis, e-journal, e-conference proceedings, etc.) available in the databases and to select the resources they need,
- shows students the importance of using databases instead of the internet by teaching them to question the accuracy and reliability of sources on the internet,
- equips students with library literacy skills related to research methods necessary for their university study,
- develops students' academic writing skills,
- teaches international standards (like MLA 9 rules) for in-text citation, summarizing, tables and figures representation, and writing complete and accurate references at the end of the text.

3.4 Parents and Legal Guardians

It is the parent/legal guardian's job to;

- internalize and support the "Academic Honesty Policy" presented at the start of each academic year during introductory meetings.
- support their children's understanding of IB and school policies, procedures and subject guidelines by discussing and being role models for academic integrity.
- understand academic misconduct, discuss it with their children, and cooperate with the school in the case of any violations.
- consider ongoing effort and student development while evaluating the development of their children and they are aware of the fact that grades are not the only measure of success.
- be aware that their children are responsible for the completion of tasks/homework assigned by the school, and abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their childrens' work.
- avoid and prevent the used pirated copies.
- be informed about the use of artificial intelligence by the school.

3.5 School Administration and Leadership Team

It is the responsibility of the school administration and Leadership Teams to;

- ensure that the "Academic Integrity Policy", prepared within the framework of IB expectations, is accessible to all the members of the school community.
- ensure that all school and IB policies are applied fairly and consistently.
- encourage the internalization of the Academic Integrity Policy by organizing internal training for all members of the school community.
- inform students about the "Academic Integrity Policy" at all levels and have them sign "Academic Integrity Forms" for all IB projects and assessments.
- ensure compliance with secure storage of confidential IB material policy and the conduct of IB examination.
- follow procedures in the case of policy violation and decide on appropriate penalties.
- avoid and prevent the use of pirated copies.

4. Rewarding Skills That Promote Academic Integrity

Rewarding good practice recognizes the positive impact of motivation on student behavior. Exemplary students who exhibit appropriate behavior and are recognized and seen as successful give positive encouragement to other students to act similarly. The rewarded behavior may be academic and behavioral, or it may be related to achievement in arts or sports. Students selected by the Honor Award Committee and who meet the criteria and requirements of the committee are rewarded. The committee decides how many students will be selected for an award and the type of award to be given. More than one award may be given to a student.

5. Actions/Sanctions in Case of Violation of the Policy

The utmost importance is given to students at Bilkent Private Schools acting in accordance with the provisions of the "Reward and Discipline" regulation published by the Ministry of Education. Students must embrace and implement these requirements as well as to comply with the IB's external examination and internal assessment regulations.

Students must conduct themselves appropriately during examinations and oral presentations, when writing assignments, or when completing individual or group projects. Any form of cheating, including plagiarism, fraud, improper use of the intellectual property of others or encouraging others to do so, is expressly prohibited in the code of conduct for academic integrity. Rigorous ethical standards of behaviour with respect to academic integrity are a must for both the Turkish Ministry of Education and the International Baccalaureate. Both teachers and students must be aware of copyright rules and regulations and comply with intellectual property laws. The following rules, procedures and sanctions are applied in our schools for ensuring compliance with the academic integrity policy. In every case where Academic Integrity is violated, parents are informed expeditiously of the incident having taken place and, once taken, the decisions about any actions or sanctions are also communicated to the parents.

5.1 Definitions, Action and Sanctions for Maintaining Academic Integrity

The school determines the limits of behavior contrary to academic integrity in alignment with both the International Baccalaureate and the Turkish Ministry of Education and clearly states the sanctions in case of violation. In this section, behaviors that violate academic integrity; Cheating, plagiarism, non-compliance with citing traditions, abusing responsibility in joint assignments, disrupting the exam order, taking the exam in someone else's place and using prohibited materials during the exam are defined and information is given about the procedures and sanctions to be applied in these cases.

5.1.1 Cheating

Copying is defined as "the illegal use of the ideas, materials or intellectual property of others, with or without their permission, and presenting it as one's own" (IB 2009).

5.1.1.1 Cheating during internally assessed school exams

If a student is caught or suspected of cheating during an internal exam, the paper is taken away and an incident report, along with any evidence, is submitted to the Administration. These documents are then forwarded to the disciplinary committee for review. If corroborated, the student will receive an official written warning from the disciplinary committee and the exam grade will be counted as "0".

5.1.1.2 Cheating in externally assessed IB exams

If a student is caught cheating during an external IB exam, the paper is taken away and an incident report, along with any evidence, is submitted to Administration. The disciplinary committee issues a formal written warning. Since the exam is evaluated externally, the relevant IB Coordinator is informed. The Coordinator then informs the IB center about the facts surrounding the incident and recommends canceling the student's exam. Following IB approval, the student is notified that his/her exam has been cancelled. If the exam in question forms part of the student's IB Diploma Final Assessment, the student will automatically fail the Diploma program and will be barred from taking any future IB Diploma exams.

5.1.1.3 Using prohibited materials during an exam

Some exams allow the use of materials/tools such as calculators, books or notes, while other exams may prohibit their use. Using prohibited materials during an exam is defined as entering the exam room with clearly prohibited materials/tools such as calculators, mobile phones, and cheat sheets etc. Using prohibited or illegal materials/tools such as calculators or mobile phones during the exam is considered equivalent to cheating during the exam. When these situations are encountered, the procedures described above for "Cheating" are applied.

5.1.2 Plagiarism

Plagiarism is defined as "A member of the school community using all or part of another person's work and submitting this work as their own knowingly and with intention to deceive" (IB 2009). This includes having someone else do one's work, with or without payment, and presenting that work as original, or presenting as one's own a work that has been copied in its entirety from an external source without acknowledging the source.

If a teacher or other employee of the school suspects plagiarism, the teacher confronts the student with evidence and addresses the issue through positive counseling as the first option. If the evidence that plagiarism has occurred is clear, the teacher may deduct points from the work or give the work a "0", depending on the severity of the plagiarism incident. The teacher also informs the Head of Department. The Department Head writes a note to the Student Affairs officer and the Administration, informing them of the situation and the subsequent action taken.

If there is work to be submitted to the IB as part of the overall IB assessment, this may be IB-moderated work marked by the teacher, or work directly assessed by the IB. If plagiarism is suspected before the work is officially presented, the teacher is authorized to deal with the issue in consultation with the IB Coordinator. The student may be asked to defend their work in front of the teacher and the IB Coordinator. If evidence of plagiarism is found, the teacher and the IB Coordinator may decide as follows:

- A.** Allowing the student to submit new work done by him/her under their supervision; however, the student may receive a lower grade due to the first incident of plagiarism.
- B.** To withdraw the student from the IB May Exams if a previously sanctioned case of plagiarism is repeated. In this case, the student will not receive a full IB Diploma or Certificate.

If a piece of work has been submitted to the IB for formal evaluation and plagiarism is detected after the work has been submitted, the school notifies the IB and IB procedures are applied. If the work to be assessed has not yet been submitted, the school may decide to withdraw the candidate from the IB May examinations.

If the IB detects and verifies evidence of plagiarism, it contacts the IB Coordinator and requests a signed "Academic Integrity" form confirming that the student acknowledged their work was 100% completed by them and complies with the rules of academic integrity. The IB reserves the right to withdraw the student from the program or annul the subject in which plagiarism took place. The IB may also require all IB students' work to be uploaded to the IB Information System to check for further cases of plagiarism. In addition, the IB reserves the right to visit the school without prior notice to check whether academic integrity procedures, student work and examination procedures comply with IB regulations.

5.1.3 Not Complying with Citation Conventions

Quoting without attribution is defined as "borrowing ideas, information or words from a source and not referencing their origin or presenting them as their own work, or not referencing the source correctly in references/bibliography page" (IB 2009).

Necessary information about the content and format of citation methods such as quoting is given in detail in the "MLA Study Guide" of Ozel Bilkent Schools, and is also explained to students by the librarian and teacher within the scope of regular support given to the curriculum. Procedure for misuse of attribution conventions will be applied according to the rules for plagiarism described above in section 5.2.

5.1.4 Abusing Responsibility in Collaborative Assignments

Abuse of responsibility is defined as "using a part or the whole of another student's or group of students' work without having taken an equal part in the production of the assignment and submitting it as though they were full contributors to the work, and endangering the quality of the assessed outcome" (IB 2009). This also includes taking advantage of a student's talent to gain more credit for work to which he or she has not fully contributed.

When abuse is suspected or one member of the group makes a formal complaint against another, the students involved are called to a meeting with the teacher, Vice Principal or IB Coordinator. Based on the evidence presented, a decision is made and students may be asked to complete new work under the supervision of the teacher. The abusive student may be offered different accommodations and the abusive student may be given a "0". However, if both students are complicit in abuse, both students may be given a "0", at the discretion of the committee established for this purpose.

After the IB Coordinator and School Administration are informed of the incident, the student gives an oral and written statement. If it is certain that the work is not original and there is evidence showing this, a letter is written explaining the reasons for the decision and the student's work is canceled or gets a "0".

5.1.5 Disruptive behavior during internal and/or external exams:

Disrupting the exam order is defined as not respecting the secure nature of the exam or disrupting the correct implementation of an exam. Academic integrity requires respecting students' right to demonstrate the full potential of others during a formal evaluation.

The student is given a verbal warning for disruptive behavior. If disruptive behavior continues, the student will be removed from the exam room. The invigilator informs the school administration about the incident and the student continues the exam under supervision in another room. The teacher writes a report and submits it to the administration who reviews the incident and decides on the steps to be taken. If the behavior is considered a serious breach of school rules, the Disciplinary Committee will take over the incident and impose appropriate sanctions.

5.1.6 Taking the exam in someone else's place

Taking an exam in someone else's place is defined as "having another person who is not the examinee take an exam in the examinee's stead with a view to cheating" (IB 2009). Due to the small population of our school, the probability of such an incident occurring is very slim, yet if it does occur, cheating procedures will be implemented. The disciplinary committee initiates a legal review process and appropriate sanctions are applied. The student's exam is canceled and the student is given a grade of "0". In the case of an external IB examination, the IB Coordinator informs the IB about the incident and the necessary procedures are followed which may result in the student's not receiving an IB Diploma.

RESOURCES

Academic Integrity. International Baccalaureate Organization, 2019. www.ibo.org/content/assets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf. Accessed 21 October 2023.

“Ministry of National Education Secondary Education Institutions Regulation.” *Ministry of Education*. September 8, 2023.

[www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=18812&mevzuatTur=KurumVeKurulusYonetmeligi &mevzuatTertip=5](http://www.mevzuat.gov.tr/File/GeneratePdf?mevzuatNo=18812&mevzuatTur=KurumVeKurulusYonetmeligi&mevzuatTertip=5). Accessed 21 October 2023.

MLA Handbook. 9th ed. The Modern Language Association of America, 2021.



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.



International Baccalaureate®
Baccalauréat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

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.*



Özel Bilkent Schools LANGUAGE 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.

Table of Contents

1. Our Language Philosophy	5
2. Language Profile	5
3. Development Process of the Language Policy	5
4. Fundamental Beliefs about Language	6
5. Student Placement and Progression	9
6. Roles and Responsibilities	12
7. Differentiated Instruction	13
8. Özel Bilkent Libraries	14
9. Articulation of the Language Policy with other School Policies	15
Works Cited	
16	

1. Our Language Philosophy

At Özel Bilkent Schools, we believe language is a vital tool for fostering national identities, promoting international-mindedness, and transmitting cultural values across generations. We strive to create an environment where students are immersed in diverse cultures and develop an appreciation for bi/multilingualism.

Our primary language of instruction is Turkish, with English taught as a second language across all grades. Starting in Grade 4, students can opt to learn French, German, or Spanish as additional second foreign languages. From Grades 5 to 12, students engage in an intensive, inquiry-based language curriculum, differentiated into the three IB Language Acquisition proficiency levels—emergent, capable, and proficient—tailored to their academic achievements and individual needs.

This commitment to bi/multilingualism is also reflected in our communication practices, with materials and visuals prepared in Turkish and English, and, when necessary, in additional languages. Our Language Policy aligns with the IB philosophy, emphasizing the development of internationally-minded, lifelong learners who are open to personal growth and intercultural understanding.

Guided by this approach, our Language Policy aims to equip students with the skills to explore diverse cultures and ways of thinking. Activities such as critical thinking exercises, research projects, presentations, debates, and festivals foster these skills and support our mission to nurture thoughtful and inquiring individuals prepared to thrive in a globalized world.

2. Language Profile

In our endeavor to develop fully educated individuals, we believe that language plays a key role at Özel Bilkent Schools.

The majority of our students are Turkish nationals, however, our school is open to students from all countries, cultures and nations. Language competence, despite differing from one culture to another, is a uniting element for all humans and offers a chance to develop common understandings among cultures. The school environment recognises students' and teachers' differences, and we prepare visuals representing the different languages and cultures which are displayed across the three schools. Students whose native language is not Turkish are given individual Turkish language support and provisions are made to ensure that the student's home/personal language are included in school displays and in library resources.

3. Development Process of the Language Policy

Our language policy is based on the principle of nurturing a love of language to develop an understanding and appreciation of the cultures of other languages and to serve as a link between the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) to the Diploma Programme (DP) and Turkish national education track.

*“A language policy is an action statement... it is concerned less with where the students in a school are going, and more with how they are going to get there”
(Corson, 1999)*

The Language Policy has been developed in consideration of the IB PYP, MYP, and DP ‘Language Guides’ and in accordance with Ministry of Education (MEB) regulations. The policy is a product of a collaborative process involving students, teachers, and administrators from the three schools which have become one IB Continuum School. The aims of the policy include:

- clearly laying out the principles about language teaching and learning for teachers and all members of the school community;
- establishing a common understanding and approach to language to ensure that implementation reflects the purpose;
- adopting a shared attitude towards assessment and feedback given to student work;
- raising awareness about the importance of following spelling and punctuation rules;
- adding variety to library resources in foreign languages;
- offering differentiated instruction to students with different skills and language levels;
- promoting international-mindedness and Learner Profile attributes.

The School Principals, IB Coordinators, Unit Coordinators, Head of Department and teachers of Language A: Literature, Language and Literature, and Language B: Language Acquisition, all subject teachers, school librarians, administrative personnel, students, and parents are responsible for contributing to and following this Language Policy. The policy is available to all members of the school community on the website.

4. Fundamental Beliefs about Language

Özel Bilkent Schools holds the following eight fundamental beliefs about language education:

a) Like all other types of learning, language learning is a constructive process where learners construct meaning.

Language development activities at Özel Bilkent Schools are inquiry-based and are framed by the three IB programmes (PYP, MYP, DP). These activities constitute a continuum where the past learning experiences of the individual are constructed and real-life learning opportunities are provided. The four basic communicative skills - listening, speaking, reading and writing - as well as IB Approaches to Learning (ATL) Skills are the main tools used in all lessons for language development. Oral and written self-expression of the individual is regarded not only as an effort to present meaning, but also as an attempt to construct, reinforce and capture the essence of meaning.

b) All teachers are, in practice, also language teachers with a responsibility to facilitate effective communication.

The school promotes the idea that all teachers are language teachers. Teachers should be models while teaching the language of their subjects and check dictionaries and

pronunciation guides or seek the opinion of their colleagues when preparing documents and lessons for their students. All teachers work to improve their students' listening, speaking, reading and writing skills in their subject group. For example, science and mathematics teachers are responsible for teaching literacy regarding numbers, charts, graphs, report writing, etc. while Social Science teachers improve students' abilities to communicate through the use of maps, directions, and coordinates.

Teachers model effective listening and speaking skills and create opportunities for students to listen to each other. The effectiveness of students' self-expression forms a part of assessment in all written and oral presentation tasks. Considered active readers by their students, teachers talk to their students about books and newspaper articles, periodicals and e-journals, have books with them for personal use, and are seen while reading during and outside the school. Irrespective of their subject areas, teachers strive to increase the students' comprehension as well as their oral and written expressions.

- c) **All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues, in English, and in French, German, or Spanish (if chosen) in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.**

Mother tongue instruction serves social and academic communication purposes. Literature is a key resource in facilitating language learning in meaningful contexts. The school's choice of literary works in Turkish and works in translation includes both classical and contemporary texts. Students are immersed in authentic, written and oral forms of narration in both fiction and non-fiction. Rules of the language are taught to, and elicited from, the students in a meaningful context. The school setting immerses students in language. The classrooms and corridors are full of samples of students' work, and the school libraries are in abundance with books. Students are encouraged to express themselves in a variety of situations both in and out of the classroom, through written and oral production.

The **first foreign language** at Özel Bilkent Schools is English and every student is immersed in English language, literature and culture from the Early Years programme through to Grade 12. English is taught and learned through meaningful contexts, for social, academic and expressive purposes in order to contribute to international mindedness and cross cultural communication. Literature plays a significant role as a resource for teaching and learning English in meaningful contexts and the English Department's choice of literature includes a balance of classic and contemporary, local and global, fictional and nonfiction works. Similar to their first language, students are also encouraged to express themselves in a variety of situations both in and out of the classroom, through written and oral English production.

The main aim of our **second foreign language programme** is to arouse an interest in learning a second foreign language (French, German or Spanish). By the end of Grade 12, students are expected to be able to use the language in daily life without being afraid of making mistakes, and to have learnt aspects of the culture of the relevant language.

Students in German and French are supported by their second foreign language teachers should they choose to pursue external qualifications in internationally recognized external exams (*GFit in Deutsch A1* and *DELF* exams) through extra lessons and differentiated materials.

- d) All students aspire to reach the highest possible level of linguistic and cultural competence in English and Turkish (and a third language if they choose) to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.**

Teachers and students are encouraged to spend quality time in the library, which accommodates a wealth of easily accessible resources. With a view to enabling them to become active readers, the students are offered opportunities to engage in individual reading. Starting from early years, our students have opportunities to look through many books from the library, class libraries and online platforms during English and Turkish classes. Our Library and class lessons help to foster an early love books and provides language development as they learn new words and phrases. As students grow, they are encouraged to read in both subject areas and in areas of their own interest both in and out of class, online and in the library. They not only see examples of good language use, but are also guided to quality websites which provide additional learning opportunities. Both curricular and extra-curricular writing tasks assigned to students are adjusted to address the cognitive level of individual students in terms of content, difficulty level, and interest. Students who are given individual writing opportunities are empowered to adopt a holistic understanding of language with which they learn how to express themselves in writing. The school also provides opportunities for students to pursue their writing goals by taking part in publishing their own works in school magazines or books.

- e) All students are given the opportunity to learn a third language starting from fourth grade to expand their communication opportunities and to acquire a deeper understanding of the value and importance of a foreign language and its culture.**

In order to enrich students' language learning, starting from fourth grade they are given a chance to study German, French and Spanish as their second foreign language. They study written and oral works from both fictional and nonfiction genres in order to increase their communicative competence and acquire a deeper understanding of the significance of learning and using a foreign language. Classrooms and libraries are equipped with various sources in all of these languages.

- f) The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.**

Home is a rich resource of language activity. Teachers are responsive to information provided by students and their parents about the richness of language. The variety of linguistic heritage is incorporated into classroom activities through inquiry-based methods. Teachers use the students' awareness of their families' linguistic past as a resource to achieve the aims of the language policy. Students and teachers are offered opportunities to learn more about the culture and heritage of groups speaking different languages, including their literature, traditions, music and expression systems. The inquiry in the school

consolidates students' learning about the languages, literature and heritage of groups speaking other languages. The School considers and displays language variety in presentations, drama and many other visual displays and festivals. Languages other than those taught at the school and their cultures are represented in the library.

g) The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.

In order to build connections with school communities in other linguistic areas, our schools invite speakers of languages other than those represented in the school. Teachers try to connect with speakers of languages not represented in our schools to enrich the learning experiences of students and use technology as a tool to introduce cultures of different languages to students. Students are encouraged to participate in intercultural trips and prepare assignments about intercultural topics and from intercultural perspectives.

h) Language does not pose an obstacle to communication in the school.

All official correspondence of the School is in both Turkish and English. The School undertakes to develop and implement an effective translation policy through professional translators. All work-related emails sent to the staff are in two languages. Ceremonies and displays organized in our schools involve elements in both Turkish and English. The schools' personnel are proficient in another language as far as possible; teachers are encouraged to be proficient, and applicants who are proficient in more than one language are preferred in recruitment.

i) Respectful and Inclusive Use of Language

At our school, language is not only a means of communication but also a reflection of our values. All members of the school community—students, teachers, staff, and families—are expected to use language that is respectful, fair, and inclusive in all settings: in the classroom, during lessons, in the playground, in written and spoken communication, and in all internal and external interactions. Language must not be used to harm, exclude, stereotype, or incite bullying. Instead, it should foster dignity, belonging, and mutual understanding. Teachers and staff are expected to address any instances of inappropriate or harmful language immediately and to guide students in understanding the impact of their words. We believe that the words we choose shape the culture we create, and we are committed to maintaining a school environment where everyone feels seen, valued, and safe.

5. Student Placement and Progression

As Turkish is the mother tongue of our schools, all students study Turkish Language and Literature in each grade (K-12).

In the Primary Years Programme, from Early Years to Grade 4, both Turkish and English languages are given a lot of emphasis. Teachers and administrators endeavor to ensure a mix of language levels in each class so that students with different language competency

levels are brought together to interact and learn from each other. In Grade 4, students and their parents are asked to choose a second foreign language to learn (French, German or Spanish) in order to plan their children's language profile and development. At this stage, all students are placed into an Emergent level class and teachers are responsible for differentiating instruction for any students who have a higher proficiency in their chosen language.

Upon moving to the MYP Programme in Grade 5, all students move into Emergent Phase 2 (equivalent to CEFR A2) in English, and teachers are responsible for assessing linguistic capabilities and for differentiating instruction. In Grade 6 students move into the Capable level (equivalent to CEFR B1); Phase 3 with differentiation provided to students who may still show characteristics of Phase 2/Emergent level in some criterion areas. In Grade 7, students continue at the Capable Level, with teachers differentiating between Phase 3 and 4 (CEFR B1 and B1+) students in terms of materials and assessments. Teachers use the Universal Design for Learning approach while designing Summative Assessment tasks allowing students to choose from a variety of questions in order to show their understanding to the best of their ability. At the end of Grade 7, based upon their achievement levels (best fit scores of 7 out of 8 in all four criteria) and teacher observation/recommendation (if one or more score is at 6 out of 8), students may proceed to the Proficient level (Phase 5) (equivalent to CEFR B2) or continue at the Capable level in Grade 8.

In order to enter our High School, all students must sit an entrance exam set at the Phase 3 Capable level and achieve a minimum of 40/60. New entry students with no IB/MYP background or achievement scores are placed in the Capable or Proficient Language Acquisition levels or into English Language and Literature based upon their entrance exam scores. Placements are confirmed at the end of the first week by teachers. Students continuing from our Middle School are placed into English Language Acquisition levels/phases or into English Language and Literature classes based upon a combination of their Grade 8 level/phase, achievement scores and teacher observations/recommendations.

At the end of Semester 1 and 2 in Grade 9, and at the end of Semester 1 in Grade 10, Language Acquisition students may move up a Phase/Level based upon achievement scores of 7 out of 8 in all four Criteria, in combination with teacher observations/recommendations. Students in Grades 9 and 10/MYP Years 4 and 5 may advance from English Language Acquisition to English Language and Literature upon completion of at least one semester of Proficient level (Phase 5) in which they have scored 7 out of 8 in all four Criteria, in combination with teacher observations/recommendations. Students who have placed into English Language and Literature in Grade 9/MYP Year 4 continue in Grade 10/MYP Year 5.

With regards to second foreign languages, in Grade 5, students have the option to continue learning the second foreign language they started in Grade 4 or to stop their second foreign language studies. If a student decides to continue their second foreign language studies, they have the choice in Grade 5 to continue with the same language as they studied in Grade 4, or they may select a new second foreign language. Having made the commitment to continue studying a second foreign language at the Middle School, students are then

required to continue with that language and may not drop second foreign language classes for the remainder of Middle School. As second foreign language classes are only scheduled for 80 minutes per week, all students study at the Emergent level (Phases 1 and 2) over the 4 years. In Grades 9 through 12, all students are required to study a second foreign language. Students may continue with their chosen language from Middle School (MYP 1-3) or they may select a new language to begin learning. Students continuing from the middle school are placed into the Emergent Level (Phase 1 or 2) upon achievement scores of 7 out of 8 in all four Criteria, in combination with teacher observations/recommendations. New entry students with no IB/MYP background or achievement scores are placed in the Emergent (Phase 1 or 2) Language Acquisition levels based upon meetings with parents/guardians and upon teacher observation/interview with the student.

In Grades 11 and 12, students have the option of studying the national curriculum or the IB Diploma Programme. For those Grade 10 students interested in pursuing the IB/Diploma Programme (DP), external English language exam results are required. Students are recommended to take the TOEFL ITP exam, which is the most suitable exam for their age/level, or they may alternatively choose to take one of the TOEFL IBT, IELTS, FCE, CPE, or IGCSE Literature in English exams. Passing grades for each of these exams are published on our High School website. The school makes necessary arrangements for the students to take the TOEFL ITP exam at school at a reasonable price to make it more convenient for them and to support them in their DP preparation journey. Students are allowed to sit the exams multiple times and to resubmit English scores until the end of grade 10 in order to be accepted into the DP or to be accepted into an English A course.

Upon entrance to the Diploma Programme, students are placed into English A Standard Level (SL), High Level (HL) or English B High Level (HL) courses, depending on which subject they think will match their university plans best and in consultation with the DP coordinator, past English Language teachers and based on their external English exam results. Students who score 580 or higher in TOEFL ITP are allowed to choose English A. Students who score between 550 and 580 are placed in English B or can be given a chance to select English A SL-HL based upon MYP results, teacher observation/recommendations and guidance/support from the IB DP Coordinator after discussions with students and parents.

Similarly, placements for Turkish Literature Standard Level(SL) and High Level(HL) courses are made following the discussions with the IB DP Coordinator based on which subjects match students' university plans best, how students perform in their Turkish MYP Year 5/Grade 10 lessons and on teachers observations/recommendations. Students who are interested in choosing Turkish A Literature HL should have an average of 85 percent in their grade 10 transcript. Those who are interested in choosing Turkish A Literature SL require a minimum of 75 percent (as they do in all courses they plan to choose).

For those Grade 11 and 12 students opting to study the national curriculum, they are placed into one of two English language classes; advance or general.

For all Grade 11 and 12 students, whether they are studying the IB/DP or the national curriculum, second foreign language classes are a must. Students continue with the same second foreign language chosen in Grade 9.

6. Roles and Responsibilities

Language instruction in both the mother tongue and foreign languages aims to enable students to:

- Use their mother tongue and foreign languages correctly and effectively.
- Improve their thinking, creativity, self-assessment, learning, self-expression, analysis, and social interaction skills.
- Develop their listening, speaking, reading, writing, viewing, and presenting in a variety of contexts.
- Develop critical, creative, and personal approaches to analyzing and examining literary and non-literary texts.
- Cultivate an interest in texts from various cultures and historical periods.
- Discover and analyze the characteristics of other cultures through literary and non-literary texts.
- Discover language through various media.
- Develop a lifelong interest in language learning and literature.
- Use linguistic and literary concepts and skills in different and authentic contexts.

Responsibilities of Language Teachers

Language teachers play a central role in fostering language development. They:

- Organize a creative language learning environment.
- Use effective methods to develop students' listening, speaking, reading, writing, and media literacy skills.
- Design activities that foster the development of the mother tongue and foreign languages, such as:
 - Analysis of written, visual, and oral texts.
 - Drama and creative writing activities.
 - Writing for the school's literature clubs.
 - Speaking activities, library activities, and debates.
- Employ appropriate assessment methods that are constructive and developmental in nature.
- Encourage students to reflect on their language development and provide meaningful feedback.
- Differentiate activities to meet students' individual learning needs.
- Regularly inform parents of students' language development through various reporting tools, including online platforms (Moodle, Managebac, K12), PYP and MYP report cards, portfolios, parent meetings, and Ministry of Education report cards.

Responsibilities of Other Staff Members

Since literacy and language acquisition are central to learning, all educators (teachers, counsellors, librarians, administrators, and IB coordinators) are language teachers with responsibility to facilitate and contribute to language development. They:

- Work collaboratively to implement language and literacy learning.
- Use consistent and effective classroom strategies to develop listening, speaking, reading, writing, and media interpretation skills in all subject areas.
- Provide meaningful feedback and use appropriate assessment strategies to support language development in their subject(s).

Responsibilities of the Librarian

The librarian supports language development by:

- hosting activities which promote a love of books and reading
- developing students' research skills
- providing access to the school library's databases, learning resources, and expert contributions (e.g., authors, linguists).
- actively teaching students the use of MLA Guidelines and other citation standards.

Responsibilities of the Head of School and IB Coordinator

The Head of School and IB Coordinator ensure the successful implementation of the language policy by:

- Communicating the language policy to all the school's constituents and stakeholders.
- Ensuring the language policy is implemented effectively across all levels of the school.

All practices aim to help students adopt a positive attitude towards language learning, characterized by personal, social, national, and global approaches. These practices:

- Make language learning meaningful;
- Enable students to develop international tolerance;
- Equip students to distinguish similarities and differences between cultures;
- Help students become a global citizen.

7. Differentiated Instruction

At Özel Bilkent Schools, differentiated instruction tailors learning experiences to students' readiness, interests, and needs, ensuring progress at an individual pace. This approach recognizes the diversity in language competencies, learning styles, and academic achievements, fostering active skill use and meaningful connections between content and real-world contexts.

In **mother tongue instruction**, differentiation supports language development across all grades, focusing on listening, speaking, reading, and writing skills. Teachers plan tasks and assessments informed by student readiness, bridging transitions from PYP to MYP and beyond through coordination between department heads, coordinators, and pedagogical leadership teams. Differentiation is embedded in content, processes, and final products, with thoughtfully designed activities and rubrics to evaluate progress.

In **foreign language instruction**, particularly English, differentiation is achieved through inquiry-based methods, team teaching, flexible grouping, and phase-based placement. From Primary to DP, curriculum planning considers proficiency levels, cognitive skills, and assessments. Students progress through phases based on data from tests and teacher evaluations, with additional support and resources provided where needed. Higher achievers in grades 7 through 12 are encouraged to participate in initiatives like JMUN and MUN to enhance their academic language skills.

Differentiated instruction is a dynamic process, driven by collaboration among teachers, coordinators, and families, to ensure all students receive quality education that aligns with their abilities and aspirations. For differentiated instruction specific to special educational needs students, see our Inclusion Policy.

8. Özel Bilkent Libraries

Founded in 1998 with the support of Bilkent University Library, our school libraries serve primary, middle, and high school students, as well as teachers. All members of the school community have access to Bilkent University Library, BLIS Library, and the Özel Bilkent School libraries. Resources are developed in line with Ministry of National Education regulations, IB standards, and UNESCO's School Library Guide, supporting both national and international curricula.

The libraries provide accessible collections in Turkish, English, and several other languages to reflect the school's multilingual nature. Resource selection considers expert opinions, publishing house catalogues, and school needs, ensuring a diverse and inclusive library. Access to online resources, including electronic journals and books in approximately 70 languages via Bilkent University Library databases, is available both on and off campus through VPN credentials assigned to each teacher and student.

The school administration, librarians, department heads collaboratively allocate an annual budget to update and expand library resources based on teacher and student recommendations and needs. To foster library use, students are introduced to library rules and essential agreements at the start of the academic year, with regular visits integrated into class schedules. Librarians and teachers design activities to develop information literacy skills and promote reading, including author talks and reading-focused projects. Librarians also play a key role in academic honesty education.

Classrooms and the building in general are arranged to encourage reading, with bulletin boards displaying student work and reading materials. Primary and Middle School classroom

libraries are curated collaboratively by librarians, teachers, and students to further support learning and engagement.

9. Articulation of the Language Policy with other School Policies

All policies of Özel Bilkent Schools; Admission Policy, Inclusion Policy, Assessment Policy and Academic Honesty Policy, directly affect language teaching and learning, and these policies continuously interact with this Language Policy.

Resources

Özel Bilkent Primary School Language Policy

Özel Bilkent High School Language Policy

MYP: From principles into practice. Cardiff, Wales: United Kingdom, 2014.

Primary Years Programme, Middle Years Programme and Diploma Programme Guidelines for developing a school language policy. Cardiff, Wales: United Kingdom, 2008.

MYP Language and Literature Guide (2014)

MYP Language Acquisition Guide (2020-January 2021) (Fatma, 13.12.2024 mtg)



Özel Bilkent Schools

ACADEMIC COMPLAINTS PROCEDURES

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 procedure document 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.

Özel Bilkent Schools
IB DP/MYP/PYP Academic Complaints Procedures

Private Bilkent Schools is committed to offering an IB education that meets high standards in the delivery of the programs in its three uninterrupted International Baccalaureate (IB) programs and ensures that children receive an inquiry-based education with a global focus.

Schools aim to prepare students to realize their individual and career-related ideals on a personal and academic level and to enable them to contribute to meeting the needs of their context and society to create a better and more peaceful world for all.

In our desire to achieve our above objectives in the most effective way possible, the school welcomes feedback from students and parents who feel that the school has not met their expectations regarding **curriculum delivery, instruction or assessment, or other aspects of the schools' policies published online** (in accordance with Rules for IB Schools, Article 6), and considers it as an opportunity to support institution improvement.

In case of a dispute, parents have the right to submit a complaint by following the steps below in order to find solutions to the issues raised that are acceptable to all stakeholders.

In most cases, it is hoped that the issues will be resolved through joint working meetings with the employees who are primarily responsible for the effective delivery of the program.

Level 1 – Meeting with IB program coordinators (PYP, MYP, DP) / class teachers

First, if any issues arise where parents would like their dissatisfaction to be known, parents should raise their concerns directly with the relevant IB coordinator for the program.

- Parents are asked to provide a written statement of the issue complained of to enable the coordinator / class teacher to better understand the issue and gather any evidence necessary to investigate the issue raised.
- The person making the complaint should request a meeting with the relevant coordinator / class teacher, then they should meet with the coordinator / class teacher and present the issue. Arrangements for this can be made directly with the coordinator / class teacher by phone or e-mail, or by using the secretarial system at the school.
- The primary goal of the collaborative meeting at this level is to resolve the issue within the confines of the IB programme, so that the complainant understands that the matter has been handled fairly and professionally.
- In certain cases, the coordinator / class teacher may recommend that a consultant be involved in the process, as the issue raised may include personal as well as academic aspects.
- If the matter is resolved satisfactorily for all parties involved, no further action will be taken.

Level 2a – Formal complaints procedure

Level 2a; It allows complaints to be addressed through official channels open to all schools in accordance with national regulations.

- If a parent is unhappy with the outcome after a complaint has been dealt with at level 1 above, they can write to the principal of the relevant school explaining the issue.

- After the complaint in the written document is forwarded to the principal, this complaint is responded to within the official periods specified in the relevant regulations.
- The principal may arrange a meeting to rediscuss the matter and seek and find a solution acceptable to both parties.
- The director may decide, without a meeting, to issue a written response to the complaint outlining the corporate response based on applicable regulations.
- If the person making the complaint believes that the issue that gave rise to the complaint has not been resolved, they can appeal to a higher authority within the relevant regulations or follow the steps at level 2b to have it addressed further.

Level 2b – Formal complaint made directly to the International Baccalaureate (IB)

If the complaint relates to policies governed by the rules and regulations of the International Baccalaureate, the complainant may raise the complaint through the processes set out in the official IB documents.

- In this case, the school will inform the relevant parties, either through the principal or the IB coordinator, about the IB rules and regulations regarding the complaint and how to report their complaints to the IB.
- Complaints involving a legal conflict with IB rules may require the involvement of Swiss Courts, which have jurisdiction in cases involving the international rules and regulations of the IB organization, in the process of resolving the complaints directly with the IB.

In all cases involving a complaint, the school will do its best to ensure that the process is conducted fairly and equitably, while maintaining positive relations with those concerned.

COMPLAINT PROCEDURE



```
graph TD; A[COMPLAINT PROCEDURE] --> B[LEVEL 1  
MEETING WITH IB PROGRAM COORDINATORS  
(PYP, MYP, DP) / CLASS TEACHERS]; B --> C[LEVEL 2a  
FORMAL COMPLAINTS PROCEDURE]; C --> D[LEVEL 2b  
FORMAL COMPLAINT MADE DIRECTLY TO  
THE INTERNATIONAL BACCALAUREATE (IB)];
```



LEVEL 1 MEETING WITH IB PROGRAM COORDINATORS (PYP, MYP, DP) / CLASS TEACHERS

- Parents raise concerns in writing
- Request and meet with coordinator / teacher
- Resolve issue if possible
- A consultant may be involved



LEVEL 2a FORMAL COMPLAINTS PROCEDURE

- Write to the principal
- Principal responds within official periods
- Meeting may be arranged
- Appeal if unresolved



LEVEL 2b FORMAL COMPLAINT MADE DIRECTLY TO THE INTERNATIONAL BACCALAUREATE (IB)

- Raise complaint through official IB processes
- Involve Swiss courts, if necessary