



**MEF NATIONAL
PRIMARY SCHOOL
ASSESSMENT POLICY
2023 - 2024**

1. STATEMENT OF AIM

MEF National Primary School assessment policy has been developed to define the practices used to achieve the objectives related to all aspects of the assessment process, to evaluate learning and teaching, to report, to establish assessment procedures and methods, and to ensure standardization.

Assessment involves teachers and students collaborating to monitor, document, measure, report and adapt learning. It is a continuous process that can motivate students and provide information about their knowledge, strengths, and needs, and inform teachers, students, and parents about students' progress. Assessment identifies key elements of students' understanding, knowledge, skills, and actions taken, as well as the development of the IB Learner Profile.

At MEF Kindergarten, planning is carried out to follow the development of children, support their learning processes, and evaluate the efficiency of the education program. The basic life skills acquired in preschool are a very important element in the acquisition of basic knowledge and skills required for the next level of education. The evaluation process is followed to determine the extent to which the targeted achievements are accomplished in pre-school, how involved the students are in the process, and the aspects that need to be developed.

At MEF National Primary School, students are assessed with the requirements of the National Curriculum and PYP assessment guidelines.

"Regarding the PYP requirements, the purpose of the assessment in our school:

- Encouraging student learning to be part of the process by providing feedback to inform, facilitate, and improve the teaching process,
- Developing positive attitudes and perceptions in students towards the learning process,
- Supporting the student to become an agent by providing an in-depth understanding of the content of the course by supporting student inquiries created in connection with real life using interaction areas,
- Providing awareness in the student's learning processes,
- Taking into account the individual development of students and evaluating their development in their own learning journey,
- Reflecting the international mindset of the program by allowing assessments to take place in a variety of cultural and linguistic contexts,
- Supporting the holistic structure of the program with principles that ensure the development of the student as a whole".

2. RATIONALE

1. A variety of assessment practices provide information so that learning can be evaluated, and learning programs can be developed appropriately.

2. Standardized and non-standardized assessments are used to determine students' potential, current level, and progress.

3. Students, teachers, parents, and administrators are involved in the assessment process and have a clear understanding of the reasons for assessment, what is being assessed, the assessment criteria, and the assessment task.

4. The assessment policy and procedures are communicated to the school community using a variety of methods.

5. Analysis of assessment data is used to inform teaching and learning.

Adapted from the IB Programme Standards and Practices, 2014

3. ASSESSMENT POLICY

In our students' learning journey, assessment processes are an integral part of our teaching. In this process, **the rights and responsibilities of students, teachers and parents as components of the learning community** are defined below:

STUDENTS' RIGHTS

- To know how they are performing,
- To receive feedback on home/class work and homework/projects within the specified time frame (maximum 2 working days),
- To have opportunities to improve his/her work,
- To receive formative feedback on their work,
- To have a say in determining the evaluation criteria,
- To be informed about the evaluation criteria before the evaluation.

STUDENT RESPONSIBILITIES

- To exhibit behavior appropriate as the agent of the learning process,
- To complete/share the work in the given timeframe,
- To review their work taking into account the feedback given.

TEACHERS' RIGHTS

- To see that students actively take responsibility for their own learning,
- To see that students submit their homework/work on time,
- To expect students and parents to trust and accept his/her professional experience with assessment processes,
- To participate in in-service trainings on assessment in line with changing student needs.

TEACHERS' RESPONSIBILITIES

- To monitor, document, measure, report and remediate learning,
- To evaluate student work in a timely manner and provide feedback,
- To have knowledge about the national curriculum and IB PYP Assessment policies, to apply and follow the updates,
- To share assessment criteria with all students and parents and implement assessment in a fair manner,
- To inform parents about the developmental processes of their children.

PARENT'S RIGHTS

- To know how their children are doing on a regular basis,
- To know how their children are being assessed,
- To communicate with teachers to obtain information and guidance about their children's development,
- To know about their children's performance in subject specific courses, assessments and deadlines for assignments/work through their children.

PARENT'S RESPONSIBILITIES

- To monitor their children's developmental progress,
- To work collaboratively in their children's learning journey,
- To attend parent-teacher conferences regularly,
- To ensure that their children spend time at home preparing for the assessment.

Academic staff, administration, and the PYP coordinator work collaboratively to develop, implement, and revise the school's assessment policy, keeping abreast of changes. Academic staff are expected to use the requirements of the national curriculum and the assessment guidelines in this policy.

Prior to the new academic year, the school's assessment policy is communicated to new teachers by the PYP coordinator.

a. Why Measure?

We evaluate the level to which the content and curriculum applied in our school reaches the student, how the student performs within the scope of the content offered, and his/her individual development in the process, to guide the student effectively in his/her learning journey. (The process of guiding and supporting the student in line with his/her needs becomes clear as a result of the observations of the homeroom teacher and/or the school counselor of the relevant level. This need is shared with the level vice principal. The relevant vice principal meets with the SSP Team (Student Support Program and Inclusion Policy))

In this process, we pay attention to students' ability to question, analyze, associate, reflect, language usage skills, and express themselves and their feelings.

b. What are we measuring?

Our main goal in measuring the student's development during the learning experience is to ensure that knowledge becomes functional, to expand the boundaries of learning, to involve the student in his/her own learning journey, and to prepare him/her for the next level of education.

We aim to determine the efficiency of teaching activities through our studies and to plan supportive activities when necessary. In this way, the content is revised by determining the extent to which the targeted content has developed.

c. How do we measure?

We use formative assessment tools such as daily reinforcement activities, projects, presentations, research, rubrics, checklists, peer assessments, and teacher self-assessments.

4. ASSESSMENT PRACTICES

4.1 MEF Kindergarten

Pre-assessment, formative assessment, and summative assessment are used to monitor the child's development in kindergarten.

4.1.1.Pre-assessment

When starting a new theme, teachers conduct a pre-assessment to determine students' level of readiness. Existing knowledge is important for setting new goals. A pre-assessment is conducted to identify their needs and areas of improvement related to new experiences.

4.2.2 Formative Assessment

Formative assessment in kindergarten is important to monitor children's development, learning, and social skills, to identify teaching strategies, and to guide the educational process. The assessment process continues with the aim of determining how children understand what they have learned and the progress of this process. For this purpose, observing the children during uninterrupted play hours, anecdotal notes and the formation of rubrics are important for the transparency of our goals.

4.3.3 Summative Assessment

Students' knowledge, skills, and learner profile attributes targeted throughout the theme are assessed and recorded by children, teachers, and parents at the end of the theme. This assessment is used to sustain development, support learning and ensure partnerships. In addition, the teacher creates a portfolio for each child from the beginning of the school year and collects all the work done by the children in this file. At the end of the school year, families are invited to the school for "Portfolio Day".

The unit plan prepared and implemented for the Transdisciplinary Themes in Kindergarten is discussed in all its dimensions. The consistency between the teachers' planning and implementation and the new requirements emerging are recorded in the reflection section of the unit planner, and the educational year is assessed in general.

4.2.MEF National Primary School

At MEF National Primary School, starting from the 1st grade, the school program is enriched and deepened by integrating the national curriculum outcomes and PYP inquiry units. The whole school community works together in integrating the plans and integrated plans are created according to the inquiry plan updated before the new academic year starts in September.

In addition to the academic development of our students, the monitoring and evaluation of their social and emotional development is structured through regular meetings (SÖK, Branch Teachers' Council) attended by homeroom teachers, psychological counselors, subject-specific teachers, and school administrators. Each student is discussed individually at these meetings. When necessary, students and/or parents are invited to these meetings.

Each academic department plans which outcomes/criteria will be measured in the assessment processes, tools and methods, contents, and action plans to be made to eliminate areas of improvement and feedback in regular meetings.

The assessment components can be divided into three interrelated areas:

4.2.1.Pre-assessment: All teachers assess students' prior knowledge and experience before starting new learning experiences. All newly registered students in the school are also assessed by the learning support team (also included in the admission policy).

Pre-assessment involves analyzing students' existing knowledge, what they can do, and how they learn. Assessing students' prior knowledge and experiences is important for planning, organizing, and improving our teaching methods and content. Different techniques (KWL, Curiosity Wall, What I see - What I understand - What I wonder, 3-2-1 Bridge, etc.) are used at the beginning of each unit of inquiry to measure students' prior knowledge and to make the necessary planning.

At the beginning of the academic year, our third and fourth graders are also given tasks to identify their readiness in the core subjects. This data informs the direction of the development process.

4.2.2 Formative assessment: Ongoing and regular assessment is used throughout the teaching and learning process to inform teachers and students about how learning is developing. We aim to help students understand their progress and become agents in their learning journey. Teachers inform students about the learning process, aim to create self-awareness, and provide insight into where the student needs support. Various methods are used such as peer assessment, exit cards, KWL charts, etc...

Different assessment methods are used in formative assessment. At the beginning of the academic year, teachers determine different methods appropriate to the content of the course. Students are given worksheets, reinforcement activities, presentations, research, and reading assignments to assess themselves and what they have learned. In-class worksheets and mid-week/weekend reinforcement tasks have an important place in terms of evaluating student performance.

Another formative assessment tool is that students are given pop quizzes. In these assessments, the extent to which students have achieved the expected skills to acquire according to the content of the lesson is assessed. Students with learning difficulties are identified and additional tasks are given.

Self and peer-assessment activities are also carried out within the program to enable students to become aware of their learning processes and take responsibility for their own learning. These activities are carried out in the classroom under the leadership of the teacher or individually. MEF National Primary School emphasizes the importance of providing feedback on students' progress; teachers provide verbal or written feedback to students and families about their academic progress. This feedback is obtained through tools such as written feedback, one-on-one meetings, individual or collective parent and student meetings, and progress reports.

4.2.2.1. Self-Peer Evaluation

At MEF National Primary School, a supportive and enriching educational environment is created to enable students to evaluate their work and performance. In-class activities are carried out for the topics that students have difficulty in understanding. With the help of teamwork, students' problem-solving and communication skills are improved and more permanent learning is ensured.

Peer feedback is an important activity for the structure of success criteria and the language that students use when providing appreciation and feedback on others' learning. Peer feedback contributes to the adaptation of learning because it's given in the language that students naturally use, students are more ready to receive feedback from each other (Black et al. 2004).

Students who offer feedback to their peers also benefit from the following:

- *By giving feedback, they improve their assessment skills.*
- *Peer feedback also provides teachers with information on whether a student's understanding of a learning experience is similar or different compared to their peers.*
- *To support this, teachers model giving effective peer feedback in the following way:*
 - o *Using language that respects the learning of others,*
 - o *Referring to shared understandings of what quality and success look like for diverse learners,*
 - o *Providing authentic and sustained experiences to provide meaningful feedback,*
 - o *Supporting learners as they engage with the learning of others,*
 - o *Organize conferences in small groups (MY IB)*

4.2.2.2. Group Work

When assigning group work activities, teachers should take into account the challenging factors (e.g. traffic, extracurricular activities, etc.) that make it difficult for students in Istanbul to meet. Therefore, teachers should avoid assigning group work unless a significant amount of work can be done in class and then individual students in the group can complete their part at home; the work can be completed collaboratively via Google Drive, Skype, etc.; individual group members can complete their tasks independently. Whole group work has clear parameters for each student's participation. For larger projects, such as performance tasks, each student is assessed individually.

4.2.2.3. Performance Grading

It is a simple rubric, based on subject and content, that teachers use to rate students on how well they are prepared to learn and how well they respond to the IB Approaches to Learning (ATL) - participation, communication, collaboration, organization, and affective skills.

4.2.2.4. "Extra Study" Hours

Our school organizes study hours for students who have difficulty in catching up with the syllabus requirements. Students can study with their own teachers or support teachers. Study programs are individualized according to the needs of the student. Study hours are planned during the day or at the end of the lesson.

4.2.3. Summative assessment: Summative assessment takes place at the end of the teaching and learning process and is planned in advance, allowing students to demonstrate their understanding, knowledge, and skills in an authentic context. It is based on the judgment made at the end of a specific learning process, depending on the objectives of the course.

Summative assessment practices aim to provide teachers and students with a detailed understanding of their students' understanding. Summative assessment provides an opportunity for students to demonstrate what they have learned in the units of inquiry and it measures the factors that demonstrate understanding of the central idea and encourage students to take action.

MEF National Primary School's target language curriculum has been designed in line with the 'CEFR-Common European Framework of Reference for Languages - Common European Framework Program' and 'GSE- Global Scale of English' framework. In the target language teaching program, our aim is for our students to take the **“Cambridge Assessment English” exams** specified in the table below to determine the proficiency levels of our students' language development processes internationally.

Class Level	Cambridge Assessment English Exams	Common European Framework Language Level
Grade 2	Starters	Pre A1
Grade 3	Movers	A1
Grade 4	Flyers	A2

4.3. Differentiation

An important part of MEF National Primary School's assessment policy includes the awareness that students' learning profile attributes, readiness levels; and interests are different from each other and that these may change at any time.

As a formative assessment, after identifying the student's strengths and areas of need, the teacher plans and prepares in- and out-of-class activities, including in-class worksheets, group and pair work activities, questionnaires and projects, and reinforcement activities, according to the student's level of preparation. In these practices, individual assessment is conducted. In our school, lessons and extracurricular activities are designed to take into account the fact that successful students have the right to reach a higher level. Every teacher is aware that the personalized learning plan will accelerate the learning process of students and support them accordingly. During this support process, in addition to the classroom teachers, our staff of teachers who individually work with students with different developmental needs and our counselors are in touch with the classroom teacher, school administration, and parents. The aim is to monitor students, identify their strengths and weaknesses, and provide support when needed. (Student Support and Inclusion Policy)

4.4. Assessment Criteria of the Turkish National Education (MoNE) Curriculum

At all levels, students' attendance, in-class performance, projects, and activities are assessed based on criteria determined based on the course. These assessments are conducted either by the teacher, peers, or the student himself/herself.

On 09.09.2023, the MoNE Assessment and Evaluation Regulation was updated. With this update, there is no graded assessment system in the first, second, third, and fourth grades. The assessment of success is based on the objectives and achievements specified in the curriculum. In primary school, the success of students is determined according to their participation in teacher-guided course activities, taking into account their developmental level, and the assessment principles specified in the curriculum.

Annex 3: Ministry of Education Assessment Regulation

1. Documentation, Reporting, and Recording

At MEF National Primary School, the year is divided into four quarters. Parent-teacher conferences are held every quarter. Parent-teacher conferences held in November and April are also mandatory by the Ministry of National Education. In all meetings, before the parent-teacher meeting, the student's development processes and assessment results, if any, are recorded with the relevant parent-teacher meeting schedule.

When managing learning processes, it is important to document learning and collect evidence of learning. Documentation can be physical or digital and can be displayed or recorded in various forms of media. To make learning visible, documentation is shared with students, parents, or school administration. Students and teachers document learning objectives, questions, reflections, and evidence of learning using a variety of formats. These documents may include learning logs, learning stories, portfolios, checklists, rubrics, anecdotal records, and portfolios. (MY IB)

5.1 Progress Report Cards

In addition to the Ministry of National Education's (MoNE) report cards, MEF National Primary School provides students with Progress Report Cards four times a year to provide feedback on their progress.

Progress report cards include rubrics that are made up of learning objectives and skills appropriate to the grade level and subject group and PYP requirements. MoNE achievements are also integrated into these progress reports. The report cards also reflect the student's academic development in line with the criteria set in different areas. MoNE report cards are issued twice a year. The first report card is issued in January and the second report card is issued in June.

5.2 Portfolio

Portfolios are presentations that reflect the student's development processes throughout the year; projects, performance assignments, assignments evaluated by criteria, teacher/student evaluations, self-evaluation studies, and feedback forms, in summary, showing the development of students.

In addition to these, community service projects, activities that demonstrate students' talents and performances (not only in-class work but also work that students complete outside of class hours, their own special talents, competitions they participate in on behalf of the school, etc.) are also included in the portfolio.

The learning engagements in the portfolio help the student to actively use and increase awareness of many ATL skills. It is used to show progress in terms of knowledge, conceptual understanding, transdisciplinary skills, attitudes, and learner profile attributes. In addition to being used as an assessment tool, the portfolio is used to report students' progress to themselves, their parents, teachers, and administrators.

With the reflection of the changing and developing technology in the education system, e-portfolios have taken their place in the curriculum.

In the 2020 - 2021 and 2021 - 2022 academic years, our students completed their e-portfolios by using the following platforms:

First Graders used Padlet,

Second Graders used Google Slides,

Third Graders used Google Slides.

Portfolio presentations are scheduled for each grade level except for the fourth grade. Meetings include parents, students, and teachers. Students express themselves to their parents and teachers

who support them in this process. At the end of the portfolio presentations, teachers, students, and parents evaluate the portfolio process and collaborate to identify strengths and weaknesses for students. This leads to new goals to be set and also determines what kind of support will be provided to achieve their learning goals.

5.3.Exhibition

At MEF National Primary School, fourth grade students are involved in the "Exhibition" process.

The PYP Exhibition provides many opportunities for students to showcase how they have developed and applied their knowledge, conceptual understanding, skills, and learner profile attributes through their research and inquiry.

In the exhibition, students showcase their understanding of a topic or opportunity they have chosen to research. They conduct their research both individually and with their peers, under the guidance of a mentor/teacher. Through the exhibition, students demonstrate their ability to take responsibility for their learning and their potential to take action. All students take an active role in every stage of planning, questioning, research, communication, and evaluation of their learning in the exhibition.

In the 2019 - 2020 academic year, the exhibition process with the fourth grades was planned face-to-face, but after the pandemic broke out, it was planned online.

Link: <https://sites.google.com/mef.k12.tr/mefilkokulupypsergisi/4-a?authuser=0>

Objectives of the exhibition:

- Engaging students in in-depth, collaborative research and inquiry,
- Giving students the opportunity to become agents and demonstrate their responsibility for their learning,
- Giving students the opportunity to demonstrate the learner profile attributes in authentic contexts,
- Giving students the opportunity to explore multiple perspectives,
- Providing students with an authentic process for tracking, documenting and presenting their learning,
- Giving students the opportunity to synthesize and apply their learning,
- Students taking action as a result of their learning,
- Connecting students, teachers and other members of the learning community in a shared experience, providing an authentic context for students to reflect on the PYP framework,
- Supporting students' well-being by celebrating their transition to the next stages of their education,
- Giving the community an authentic task to evaluate how PYP is implemented,
- Providing opportunities for students to engage with the wider learning community and celebrating their achievements.

PYP Learner Booklet 2018 p: 40 - 42

ANNEX-1: MoNE Measurement and Evaluation Regulation

https://odsgm.meb.gov.tr/meb_iys_dosyalar/2023_10/12115933_MEB_yazili_ve_uygulamali_sinavlar_yone_rgesi.pdf

Annex 2: An example for a project task

The Earth's natural cycles affect the activities of living things.



Dear Students,

We now know that the Earth's natural cycles affect the lives of all living things. Earth's rotation and circulation cycles, like the water cycle. Cycles directly affect the lives of people, animals, and plants. As a result, living things can create their own cycles to adapt to this situation.

We now present you with two research topics. We expect you to choose the topic of your choice, conduct research by relating it to what we have learned, and present your research.

Research Topics:

I- Living things with cycles

II - Occupations affected by natural cycles

NOTE: For this purpose, we would like to remind you that subject and group selections are made in the classes and you choose your own research topic.

Below are the issues you should pay attention to when doing your research.

- ❖ The topic you have chosen to investigate together with your groupmates (First of all, let us know which group you are in and which topic you are going to research).
- ❖ Your work should be in the form of a video, ppt presentation, or poster, (You can use all or some of them in your presentations. As a group, you should decide which method you will use.).
- ❖ Write down what you have learned as a result of your research and include it in the presentation, (Report)
- ❖ Upload all your work and the video links you have found/reached to Padlet (Padlet link will be shared with you)
- ❖ We would like you to do the presentation with your friends in the group. (You can share parts of your presentation among your group members.)

Dear Parents

The links given below should help your children while doing their research to share the information. Thinking that you will contribute to their research from different sources, we would like to ask for your support to prevent them from encountering inappropriate publications.

BLUE WHALES

<https://tr.euronews.com/2019/02/26/mavi-balinalarin-goc-rotasini-hafizalari-ciziyor>

MONARCH BUTTERFLIES

<https://www.youtube.com/watch?v=ZMip6wHHxaE>

SOMONS

<https://www.youtube.com/watch?v=BfQjOUxUa6A>

SEA TURTLES

<https://www.youtube.com/watch?v=m82J2k-sXF0>

LIFE CYCLE IN PLANTS

https://www.youtube.com/watch?v=DKoyh90j_K8

THE CYCLE OF THE SEED

<https://www.youtube.com/watch?v=IQtf9jt0Heo>

LIGHTS-

<https://www.cnnturk.com/video/turkiye/son-dakika-haberleri-1-milyon-leylek-sonbahar-gocu-icin-havada-video>

<https://www.youtube.com/watch?v=PrayqJUZpDA>

<https://www.youtube.com/watch?v=UTV2gWwpfrE>

HIBERNATING ANIMALS

<https://www.youtube.com/watch?v=JPrNNpN9IP0>



<https://www.youtube.com/watch?v=qmVs1yoeEQQ>

BEEKEEPERS

https://www.youtube.com/watch?v=U7rfr-uR_4U

NOTE: Dear students, after your presentation, you can fill in the table below and attach it at the bottom of your presentation on Padlet.

SELF-ASSESSMENT

			//
I chose a topic to research.			
I did my research and prepared the presentation.			
I talked about my chosen topic.			
I have fulfilled all my responsibilities.			
I was a researcher.			
I became a thinker and an inquirer.			

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