

**ADAPAZARI PRIVATE ENKA MIDDLE SCHOOL  
ASSESSMENT POLICY**

## **Our Mission**

Adapazarı Private ENKA Schools aims to raise creative individuals who use critical thinking and communication skills in all disciplines, question, express themselves in different languages, respect differences, have international awareness, and use critical thinking and communication skills by providing equal opportunities in education.

## **Our Vision**

Adapazarı Private ENKA Schools aims to be a community of lifelong learners who are innovative, aware of social problems and able to find solutions to them.

### **1.Objective**

The main purpose of the measurement and evaluation policy at Adapazarı Private ENKA Secondary School is to determine the extent to which students achieve the learning outcomes and objectives set out in the curriculum and to support their learning processes. This policy has been prepared with a constructivist approach that takes into account the individual differences of students and aims to encourage each student to learn based on their own knowledge and experiences. Among the basic principles are to evaluate students' progress in a fair, transparent and consistent manner and to provide various methods and tools to monitor, guide and improve the learning process. In an environment where all students have equal opportunities, both process and result-oriented evaluations are carried out with structured feedback mechanisms that will contribute to the learning process. This assessment approach, which takes into account different learning styles and needs, is planned to include individualized programs for students with special education needs. Thus, enriched assessment and evaluation environments are created where students can demonstrate their achievements and continuous improvement of learning processes is aimed.

### **2. Assessment in MYP**

In MYP, assessment is criterion-based and there are four criteria in each course group: A, B, C, D. These criteria are given in the relevant table (Table 1). These criteria are given in the relevant table. (Table 1) The assessment criteria rubrics for the years in the course group booklets are used for the assessment. The highest score a student can get from these rubrics is eight. The final score of each criterion is determined by the best-fit approach. The best-fit approach is the use of the teacher's professional judgment, taking into account the student's scores on the criteria. At Adapazarı Private ENKA Secondary School, when determining the final score of a criterion, no score is given below the student's lowest score in that criterion.

With this method applied for each criterion, the final scores for each criterion are determined and these scores are totaled to obtain a year-end score out of 32. The equivalent of the score out of 7 is shown in the MYP report card, which includes the achievement levels and descriptors. No conversion is made between these grades and the grades obtained in the assessments made in line with the national program requirements. Standardization activities are carried out in our school to ensure consistent grades. In these studies, teachers come together

They practice the ways in which students' work should be analyzed and how to come to a common understanding.

Measurement and evaluation studies are also carried out in our school within the requirements of the national education program. Common exams are administered at school, province and country-wide in the courses determined by the ministry. Exams for other courses are prepared and administered by teachers at the school.

<b>Course/Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and Literature</b>	Analyzing	Regulation	Text Production	Language use
<b>Language Acquisition</b>	Listening	Reading	Speech	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Research	Establishing communication	Critical thinking
<b>Science</b>	Knowing and understanding	Inquiry and design	Processing and evaluation	Reflexive reflection on the impact of science
<b>Mathematics</b>	Knowing and understanding	Examining Patterns	Contact	Applying mathematics to real-life contexts
<b>Art</b>	Research	Development	Creation/Production	Evaluation
<b>Physical and Health Education</b>	Knowing and understanding	Performance Planning	Implement and perform	Reflection on performance and improvement
<b>Design</b>	Questioning and analyzing	Idea development	Solution generation	Evaluation
<b>Community Project</b>	Research	Planning	Taking action	Transformational thinking
<b>Interdisciplinary</b>	Evaluation	Synthesizing	Transformational thinking	-

*Table 1. MYP Course Group Criteria Table*

### **3. Measurement and Evaluation Methods and Techniques**

As a requirement of the constructivist approach, measurement and evaluation studies that take into account individual differences are carried out in our school. Accordingly, process- and outcome-oriented assessment and evaluation methods are used, as in the examples below.

- a. Concept map
- b. Mind map
- c. Structured grid
- d. Personal project work
- e. Project work
- f. Performance tasks
- g. E-portfolio studies
- h. Experiment Review
- i. Drama studies
- j. Peer and self-assessment activities
- k. Interviews
- l. Anecdotal recordings
- m. Poster studies
- n. Model studies
- o. Observation
- p. Presentation

MYP assessments use both process and summative assessment tools. Formative assessments prepare students to realize the unit outcomes. The data obtained as a result of these assessments show the student's status in the learning process and enable the teacher to give feedback to the student. Formative assessment practices also provide teachers with an opportunity to redesign the teaching process. MYP criteria assessment rubrics are used in summative assessments. Students are evaluated and graded on these rubrics for each outcome.

If students do not submit the assigned task, the following procedure is followed:

- The student is expected to prepare the work and submit it within the deadline set by the class. At this stage, the student is not graded, and when the work is submitted, the evaluation is made in line with the department's decision.
- If the work is not submitted, the process is shared with the parents.

### **4. Recording Measurement and Evaluation Activities**

The assessment and evaluation activities carried out to monitor students' progress are recorded on the digital platform(s) used by the school using the following tools developed by our teachers according to the scope of their courses.

- Rubrics
- Anecdotal Notes
- Performance Evaluations
- Checklists
- Attitude Scales
- Process Logs

At the same time, MYP assessment grades are recorded through the digital platform used by the school and students' year-end MYP course grades are determined and reported through this system.

## **5. Feedback and Reporting**

The aim of student feedback and reporting is to identify the student's learning needs and to ensure that necessary measures are taken. The following feedback and reporting methods are used in our school.

### **5.1. Feedback Methods**

**5.1.1. Parent Interviews:** These are meetings held to share information about students' development and needs with parents. Parents also have the opportunity to meet with teachers during office hours.

**5.1.2. Student-Teacher Interviews:** Each teacher meets with the student he/she counsels at specified times during the year. In these meetings, agendas are shared and student opinions are taken.

**5.1.3. Portfolio Presentation Days:** **Portfolio Presentation Days** are used to monitor the student's progress, to give him/her the opportunity to monitor his/her own development, to document his/her progress over time, and to enable him/her to make self-evaluation. At all levels, each student makes an e-portfolio presentation to his/her family and counselor twice a year at a designated time. The student's performance is evaluated with a scale.

At MYP 2 level, students work on the MYP Community Project, in which they take a voluntary and active role in solving social problems based on their personal interests, and share their projects orally with the school community on a predetermined date. MYP 2 students must successfully complete the community project to receive the MYP completion certificate.

**5.1.4. Teacher Meetings:** These are meetings held periodically on specified dates, where the decisions taken are recorded in minutes.

## **5.2. Reporting Methods**

### **5.2.1 Report Card and Certificate**

Within the scope of the national program, teachers enter the results of evaluations based on the points and grade thresholds specified by the Ministry in the relevant regulations into the e-school system. The grades entered into the e-school system are automatically transferred to the MoNE report card at the end of the semester and the report cards are shared with students and parents. The certificates of Appreciation and Thank You that students will receive according to their semester and year-end scores are also shared with students and parents at the end of the semester and year.

The MYP report card prepared within the framework of the Middle Years Program (MYP) is shared with parents and students through the learning management system at the end of each semester. The report card includes the criteria for the courses, the grades received by the student as a result of the evaluations made on these criteria, the semester or course year-end grade, the explanation of these grades, the ATL skills emphasized in each course and the development levels of these skills, and the community project grades in 7th grade. At the end of the year, students receive a "MYP Certificate of Achievement" or "MYP Certificate of Honor" depending on their grades. "MYP Certificate of Achievement" is given to students with at least 6 grades in all courses on the MYP report card and "MYP Certificate of Honor" is given to students with 7 grades in all courses. MYP 2 (7th grade) students are awarded a "Community Project Certificate" upon completion of their community project.

## **6. Duties and Responsibilities**

### **6.1 School Administration and Coordinator:**

- Provides all kinds of support to teachers in order not to disrupt the functioning of the assessment and evaluation practices.
- Ensures that changes related to the assessment and evaluation system are communicated. Supports teachers to attend in-service trainings on assessment and evaluation.
- Provides support for the preparation of the make-up calendar.

#### **Teacher:**

- Each teacher meets with the students he/she counsels at specified times during the year and when deemed necessary.
- Participates in the presentations of the students he/she counsels and evaluates the performance of the students with the prepared scale.
- When necessary, they communicate with the parents about the student's performance.
- Each teacher manages the MYP Community Project supervision.
- Creates the relevant parts of the MoNE Report Card, MYP Report Card and MYP Community Service Certificate on the specified system.
- Informs the administration about the situation of the student who cannot participate in any of the measurement and evaluation practices.

**Students:**

- Students prepare their work and submit it within the deadline set by the faculty.
- Students regularly review their learning processes and track their progress through self-assessment forms, learning diaries or portfolios.
- Students improve their work by taking into account the feedback they receive. Accept feedback as a part of learning and actively manage this process.
- Avoid unethical behavior.
- Accumulate documents and works that prove their progress (e.g. portfolios).
- Students take responsibility for setting their own development goals and developing strategies to achieve these goals.
- Students evaluate their own work and the work of their peers according to objective criteria.
- Students take responsibility for the community project, prepare the necessary work for the exhibition and manage the project process.

**Parents:**

- Follow and cooperate with the process related to the development and needs of students.
- They submit the necessary report to the school administration for their child who cannot participate in any of the measurement and evaluation practices.
- It monitors the student's progress and the responsibilities of the student through the learning management system used by the school.

**References**

M. Fuat, Turgut, and Yaşar Baykul. Measurement and Evaluation in Education. Ankara:2012, Presidency of the Republic of Turkey (2023). Law Amending the Constitution of the Republic of Turkey. Official Gazette.

*Ministry of National Education General Directorate of Measurement, Evaluation and Examination Services Legislation Booklet.*

This policy is updated by the relevant persons when necessary.

Updated on June 2025.