



ADAPAZARI ENKA PRIVATE PRIMARY SCHOOL ASSESSMENT POLICY

BELIEFS IN ASSESSMENT

- Assessment is an important part of teaching and learning; it includes the processes of setting goals, planning instruction, gathering evidence, analyzing, reflecting, and taking action.
- Assessment activities facilitate students' action related to their own learning.
- Assessment is a process designed through collaboration between teachers and students.
- Assessment design is both backward-looking and forward-looking.
- The results of assessment and evaluation are reported to students, teachers, and parents.
- The assessment policy is regularly evaluated with the participation of teachers and the PLT, and developments are reflected in the program's implementation.
- The entire school community demonstrates a common understanding and a common language in assessment practices.
- Assessment includes monitoring, documenting, measuring, reporting, and facilitating student adaptation.

PURPOSE OF ASSESSMENT

- To determine what students know, understand, can do, and how they feel during the learning process
- To make the 'hidden' knowledge of the learner transparent, clear, and accessible
- To provide feedback to the student, teacher, parent, and school administration
- To keep records and report on student performance
- To see the extent to which learner profile characteristics, learning approaches, and concepts are used/understood
- Differentiate instruction and assessment tools according to individual needs
- Providing opportunities for students to evaluate their own learning process
- Support the transition from self-assessment to self-adaptation
- Strengthen our learning process and practices as a community of learners
- Continuously improve the program (POI), encourage reflective thinking, and adapt the curriculum
- Establish learning objectives and success criteria together with students; assist them in making decisions about what they need to do to achieve these objectives
- To help students set goals for learning through reflective thinking about their development
- To help evaluate the learning process and outcomes

CHARACTERISTICS OF EFFECTIVE ASSESSMENT

- Originality
- Clarity and precision
- Demonstrating diversity

- Being developmental
- Collaborative
- Interactive
- Providing feedback to inform future actions

RIGHTS AND RESPONSIBILITIES

Students' Rights:

- Receiving feedback on their learning and development
- Knowing assessment criteria in advance
- Contributing to the creation of criteria
- Being assessed with tools appropriate to their level
- Developing oneself through reflective thinking

Students' Responsibilities:

- Completing work according to the criteria
- Taking action based on feedback
- Demonstrating active participation to achieve their own learning goals
- Collaborating with individuals who support their learning
- Setting goals through reflective thinking

Teachers' Rights:

- Using various tools to support students
- Conducting assessment and evaluation practices within specific criteria
- Collecting data/evidence
- Obtaining information about children's previous learning and years of experience related to their social, emotional, and academic development
- Staying up-to-date through regular training on effective assessment practices and methods

Teachers' Responsibilities:

- Using diverse and balanced strategies and tools to consider different learning styles and developmental levels,
- Adapting assessment tools and methods to student needs and differentiating when necessary,
- Reporting assessment results transparently,
- Redesign instruction,
- Provide timely, focused, and planned feedback to better support learning,
- Selecting and retaining evidence that best demonstrates learning objectives,
- Develop learning objectives and success criteria in collaboration with students,
- Being fair and transparent in assessments,
- Delivering instruction,
- Contributing to the development and effective implementation of the assessment

policy,

- Share learning outcomes transparently with students and parents.

Parents' Rights:

- To be informed about their child's development
- Being informed about how to support the student
- The right to receive feedback and view assessment methods and tools
- Being informed about how to support the student

Parents' Responsibilities:

- Valuing feedback
- Cooperating
- Participating in the portfolio
- Monitoring the student's progress
- Supporting and contributing to development processes outside of school
- Creating a suitable environment and time for learning
- Informing the teacher about the student's social, emotional, and academic development

FOUR DIMENSIONS OF ASSESSMENT

Monitoring Learning

TOOLS

- **Rubrics:** A set of criteria created to grade students in every area.
- **Standard-setting student work (examples):** Examples of student work.
- **Checklists:** Lists of required information, data, qualities, or elements.
- **Brief observation records:** Short written notes based on observations of students. These records must be systematically compiled and organized.
- **Scales:** Visual representations of the stages of learning development. They can show progress toward success or determine where a student is in the process.

STRATEGIES

- **Waiting time:** Increase the waiting time for students to answer questions to build connections and enable them to go beyond factual understanding to discuss deeper understandings.
- **Concept maps:** Encourage students to use concept maps and add to them to show connections and relationships between concepts.
- **Exit cards:** Use an exit card strategy for students to list their understanding of concepts and questions they may still have.
- **Bus stop:** Students move around "bus stops" and use symbols or words to record, challenge, develop, or add to their ideas individually or collaboratively.
- **Pairs or small groups:** To encourage deeper discussion, provide opportunities for students to think in pairs or small groups.
- **Observations:** The teacher observes students in various ways; observing the entire class, observing a single student and the activity, observing without participating, or observing as a participant.
- **Performance assessments:** Evaluating goal-oriented tasks using predetermined criteria.

Documenting Learning

Methods used to document learning:

- **Portfolio:** Seesaw for kindergarten, 1st, 2nd, and 3rd grades; Apple School app for 4th grade.
- **Student-led presentations:** Twice a year, students share the portfolios they have prepared with their parents using Seesaw and the Apple School app in 4th grade, featuring selected work they have done throughout the term. This gives parents the opportunity to talk to their children and evaluate their work and progress.
- **PYP Boards:** Products that make each stage of the inquiry unit visible are displayed on classroom boards.
- **PYP Exhibition:** The exhibition is a culminating and unifying learning experience or inquiry project that allows students to showcase what they have learned about a topic or issue they have chosen and researched independently or with the support of a mentor.

The exhibition provides students with the opportunity to put into action their interests, interdisciplinary thinking, knowledge, conceptual understanding, skills, and learner profile characteristics.

The exhibition process begins in the first week of the second semester and continues for six weeks. After the six weeks are completed, students complete the exhibition process by presenting their presentations to the entire school community in the first week and to fourth-grade parents in the following week.

The first evaluation of the exhibition presentations is conducted after the presentations to the school community. Each presentation is evaluated by the group of students who listened to the presentation and the teachers. The feedback received at the end of the evaluation provides a good opportunity for students to reflect on their presentations during the week leading up to the parent presentations. Students spend the remaining week making any necessary changes to their presentations and finalizing their preparations for the parent presentations.

After the parent presentations, parents evaluate the presentations they have listened to. Once all evaluations are completed, the results are reviewed with the students, and the exhibition process is finalized.

Measuring Learning

- Various, original, and balanced assessment tools are used.
- Students are involved in the evaluation process to ensure active collaboration between teachers and students as well as among students.
- Planning is done by considering the results of process and outcome evaluations
- Feedback is provided on assessment results to inform future learning
- Students are supported in setting their own goals in line with their development based on assessment results
- **Process-focused assessments:** Observing students and recording these observations within the process
- **Selected responses:** One-time, single-dimensional tasks (tests, quizzes, etc.)
- **Open-ended applications:** Students are given a stimulus and are expected to provide an original response. Responses may be in the form of a short written answer, a drawing, a diagram, or a solution

Reporting on Learning

TEACHER-PARENT MEETINGS

These are conducted to inform parents about their children's progress and needs or to obtain information from parents. The time and duration of the meeting are determined according to the needs of the teacher and parents.

PARENT MEETINGS

These meetings are held to share common issues that concern all parents, inform



parents about the program, discuss areas where parents can support their child's learning, and make joint decisions.

PYP TRANSDISCIPLINARY LEARNING REPORT

At the end of the inquiry unit, a PYP Unit Report is prepared. This report evaluates the learner profile characteristics and learning approaches that we consider important for students to become lifelong learners, as well as their progress in all subjects. Students' progress throughout the process is demonstrated using a four-point scale.

The report includes feedback from teachers about our students. There are also sections where students can engage in reflective thinking and parents can share their observations, with the aim of helping students take responsibility for their own learning.

CONNECTION WITH INCLUSION POLICY

In elementary school, the assessment and evaluation of students with special needs requires an individualized approach based on their specific needs. The assessment and evaluation methods used to monitor the progress of these students in education are generally carried out in the following steps:

- **Individualized Education Plan (IEP):** Individualized education plans (IEPs) are usually prepared for students who have been diagnosed. This plan focuses on the student's strengths and areas for improvement. Based on this plan, the teacher determines special teaching methods and materials appropriate to the student's needs.
- **Observation and Continuous Assessment:** Observation is a very important assessment tool for students with special needs. Teachers observe students' behavior in the classroom, their participation in activities, their learning speed, and their attention level. Observations are conducted continuously to understand the student's progress.
- **Special Assessment Tools:** Instead of standard tests, more appropriate and accessible assessment tools are used for students who have been diagnosed. These tools are designed to suit the student's cognitive, emotional, and social development level. For example, picture tests, short and clear questions instead of multiple-choice questions, and practical activities can be used.
- **Performance Tasks:** Applications are made in which students can demonstrate their real-life skills. These types of tasks show how students integrate the information learned in school into their daily lives. This method allows students to be assessed based on their skills and abilities rather than on their knowledge.
- **Peer Assessment and Self-Assessment:** Group work and peer assessments can be beneficial for students with special needs. These methods help students develop their social skills while also providing them with constructive feedback. Additionally, self-assessment tools can be used to help students evaluate their own learning processes.
- **Family Participation:** It is important to involve families in the process in order to understand the development of students with special needs. Family meetings or surveys can be used to gather information about the student's behavior, achievements, and difficulties at home.

In summary, assessment and evaluation for students with special needs in elementary school are planned as a more flexible, individualized, and continuous process. The goal is to focus on the student's strengths and ensure progress throughout the learning process.

CONNECTION WITH LANGUAGE POLICY



The connection between assessment and evaluation in elementary school and language policy refers to an educational approach that supports students' language development. Language is an important tool in students' learning processes because all subjects are usually taught through language. In this context, language policy determines how language is used in the teaching process to ensure that students develop various language skills. In this context, assessment and evaluation are critical tools for accurately monitoring students' language skills and guiding their development.

CONNECTION WITH ACADEMIC INTEGRITY POLICY

The connection between assessment and evaluation and the academic integrity policy is crucial for ensuring transparency, fairness, and trust in education. Academic integrity requires students and faculty members to behave in a truthful, fair, and ethical manner. Assessment and evaluation processes must both reflect and support these values.

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REFERENCES:

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