İSTEK ACIBADEM PRESCHOOL
İSTEK ACIBADEM PRIMARY SCHOOL

ASSESSMENT POLICY

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ASSESSMENT POLICY

"Assessment is the collection and analysis of information about student performance. Through this, what the student knows, understands, can do, and feels at different stages of the learning process is determined. Thus, the effectiveness of our teaching methods and behaviors as well as the student's level of learning are analyzed, which forms the basis for our future planning and practice. Assessment supports our aim to guide the child from novice to expert throughout the learning process."

(Early Years Programme Evaluation Guide, January 2000. © International Baccalaureate Organization)

PHILOSOPHY

Our school's assessment approach views the student as the central agent in the learning process and recognizes learning as a continuously evolving and dynamic journey. Through effective feedback, both formative and summative, students' strengths and areas for growth are identified, enabling each learner to take conscious steps to realize their individual potential. Assessment is used not only to measure and evaluate the outcome of a process but also as a tool that supports, motivates, and guides learning.

Students are encouraged to set their own learning goals, fostering self-regulation and a sense of responsibility. Additionally, supportive interventions tailored to student needs are prioritized, providing opportunities suited to diverse learning styles and paces. Assessment processes are transparent, fair, and comprehensive, designed to reflect the multidimensional nature of learning.

Our aim is to holistically monitor students' academic and personal development and guide them to become active and mindful participants in their own learning journey.

Assessment is an integral part of all teaching and learning.

The Primary Years Programme (PYP) defines three closely related areas that make up the curriculum in a PYP school: the written curriculum, the taught curriculum, and the assessed curriculum. These three components form a cycle that helps students achieve deeper levels of understanding by connecting with their prior knowledge, exploring their own questions, and gaining appropriate experiences and assessments tailored to their learning styles.

The Four Dimensions of Assessment in PYP and Their Relationship with Practices at Our School

According to the PYP Programme, assessment has four dimensions. Each dimension is implemented at school using different tools, methods, and strategies to support student-centered learning and monitor teaching.

Monitoring Learning: Monitoring learning involves continuously tracking a student's progress during the learning process. Teachers and the pedagogical leadership team plan to observe and monitor students' development throughout the day and term, share anecdotal notes, and provide formative and summative feedback to support learning and personalize it according to individual needs.

Documenting Learning: Documenting learning refers to collecting evidence of the student's learning journey. At our school, students create portfolios containing work that demonstrates their learning; these include projects, formative assessments, and final evaluations connected to the learning process. Documentation is shared with relevant members of the school community both in print and digitally. These practices enable students to engage in reflective thinking about their own learning process.

Measuring Learning: Measuring learning involves evaluating students' knowledge and skills at specific times using various methods. Skill-based assessments, open-ended questions, project assignments, and performance evaluations serve as concrete measures of learning and assess students' understanding from multiple perspectives.

Reporting Learning: Reporting learning means sharing student progress with students, parents, and teachers. Our school organizes portfolio days led by students, where they present their portfolios and explain their learning goals. Additionally, interim and end-of-term progress reports are provided, and at the end of 4th grade, students showcase their learning through exhibition units shared with the school community.

Monitoring, documenting, measuring, and reporting learning empower students to take ownership of their learning process. These practices provide effective formative and summative feedback, focus on student goals, and support the implementation of tailored educational programs. As a result, students receive support academically as well as socially and emotionally.

PURPOSES OF ASSESSMENT

Assessment is an integral part of the teaching cycle. It provides information about the student's learning and development, as well as insights for planning, self-assessment, reflective thinking, and collaboration.

Elements that support the student's learning process:

- Assessing prior knowledge and experience
- Adjusting teaching methods to meet individual needs
- Identifying students' strengths and weaknesses and providing appropriate environments for them to set goals
- Providing feedback and feedforward to students
- Creating enriched learning environments to enhance students' learning opportunities

Documents and activities used to monitor students' learning process:

- Pre-assessment, formative, and summative assessments
- Samples of student work and performances
- Individual and group support activities planned according to student needs
- Observations and observation records
- Action feedback forms sent to parents at the end of units
- Student journals
- Rubrics and checklists
- Exhibition works

ISTEK Acıbadem Schools use a series of student assessments to achieve the following:

- Evaluate students' existing knowledge and prior experiences before beginning new learning
- Assess new learning
- Involve the student in planning and presentation
- Evaluate student performance in relation to PYP expectations as well as national standards
- Address differences in achievement among students through targeted efforts
- Evaluate the effectiveness of the learning program
- Share what students have accomplished and provide positive feedback

PRINCIPLES OF ASSESSMENT

The assessment agreement at ISTEK Acıbadem Preschool and Primary School is the product of a collaborative effort by the teaching staff. Accordingly, the primary purpose of assessment is to determine student learning. It encompasses the core elements of the IB PYP: concepts, knowledge, skills, and action.

Characteristics of Effective Assessment:

- Providing students and teachers with formative and summative feedback for reviewing and improving performance, learning, and teaching
- Focusing on what students know, understand, and can do, aligned with the process and objectives
- Incorporating self-, peer-, teacher-, and parent-assessment as integral and fundamental components that encourage reflective thinking
- Ensuring awareness of learning styles, cultural, and linguistic differences
- Reviewing predetermined criteria or creating their own criteria before tasks and conducting self- and peer-assessments accordingly

Scope Of An Assessment

Throughout the IB PYP Inquiry Program, ISTEK Acıbadem Preschool and Primary School work to provide students with opportunities for meaning-making through structured inquiry. This goal is achieved by emphasizing the connections between subject-specific knowledge, interdisciplinary skills, and themes. The transdisciplinary themes serve as a focus for inquiry. Feedback is given on student development and performance in each of these areas. Additionally, feedback is provided regarding the attributes of the IB Learner Profile. This profile increases students' awareness and sensitivity toward the experiences of people beyond their local and national communities, fostering an understanding that human experiences are shared.

At ISTEK Acıbadem Preschool, teachers collect evidence related to children's development. The nature of the collected evidence can take various forms, such as observation notes, photographs of the student, drawings or paintings made by the student, language samples, or video recordings of the student.

At ISTEK Acıbadem Primary School, performance and progress are assessed in the following subject areas: Turkish, English, German / Spanish (Grades 2, 3, 4), Mathematics, Science (Grades 3 and 4), Life Studies (Grades 1, 2, and 3), Social Studies (Grade 4), Physical Education, Visual Arts, Music, Information Technology

Our school assesses students' development in the following areas:

- Understanding of concepts (big ideas that go beyond traditional subject areas)
- Acquisition of knowledge
- Mastery of skills
- Taking action
- Demonstration of IB Learner Profile attributes

The above are assessed through formative assessment activities.

TYPES OF EVALUATION

Assessment is a process that allows teachers, parents, and children to see their strengths, areas for improvement, and the overall effectiveness of the program.

Pre-Assessment: This is the process that occurs before starting new learning, aimed at revealing prior knowledge and experience. In all classes, there are tables used to understand students' prior knowledge, such as "What Do I Know? – What Do I Want to Learn? – What Did I Learn?" These tables are prepared to be completed for each unit. Brainstorming activities and mind/concept maps are also used to activate students' foundational knowledge.

Formative Assessment: This is intertwined with daily learning. It helps teachers and students discover what they already know, understand, and can do, in order to plan for future development and learning. It provides data for teachers to differentiate instruction. It occurs during the learning process while each theme is being taught. It provides an opportunity for students to demonstrate what they've learned and to evaluate their development to teachers and parents throughout the unit.

Summative Assessment: This takes place at the end of a learning unit or process. It provides an opportunity for students, teachers, and parents to show what has been learned and to evaluate progress during the unit. It marks the final point of a unit or process, but it does not necessarily mean the end of learning in the assessed areas. The Ministry of Education's formative assessments help determine the student's development levels at the beginning and end of the process. The student's progress is monitored regularly.

Characteristics of Effective Assessment

- Having predetermined meaningful criteria
- Enabling students not only to recall information and concepts but also to synthesize and apply what they have learned
- Encouraging students' reflective thinking and self-assessment
- Focusing on the production of quality work or performance
- Emphasizing students' strengths and allowing them to demonstrate expertise and mastery
- Allowing students to express diverse opinions and interpretations
- Providing feedback at every stage of the learning/teaching cycle
- Fostering collaboration between students and teachers
- Generating evidence aligned with goals set and understood by students, parents, teachers, and administrators regarding student progress and learning
- Using backward design to determine the final goals and objectives from the beginning, and planning learning activities and assessments accordingly

EVIDENCING LEARNING

Many opportunities are provided for students to demonstrate what they have learned. These include presentations, performance-based tasks, portfolios, conferences, formative assessments, summative assessments, reflective thinking and learning

journals, classroom discussions, and the PYP Exhibition held at the end of 4th grade. Formative assessments play a key role in showcasing learning and enable students to present their learning processes meaningfully and effectively. A variety of assessment formats are used to show what each student knows, understands, and can do.

DOCUMENTING STUDENT PROGRESS

Teachers use various formative assessment tools to record student progress, such as rubrics, checklists, scoring guides, reflective thinking activities, specific assessment criteria, forms, performance indicators, and anecdotal records. These tools provide important information to teachers and students to understand and document learning processes. Additionally, formative assessments allow students to meaningfully and appropriately showcase their learning and support their development through continuous formative and summative feedback.

REPORTING STUDENT PROGRESS

Reporting is providing feedback related to assessment. Effective reporting should:

- Involve parents, students, and teachers collaboratively
- Reflect community values
- Be clear, honest, fair, and reliable
- Be open and understandable for everyone
- Enable teachers to integrate their learning throughout the reporting process with teaching and assessment practices

At ISTEK Acıbadem Preschool and Primary School, parents are informed about their children's progress through the following means:

Ministry of National Education Report Card (MEB Karnesi): These report cards are issued twice a year in a format developed by the Ministry of National Education.

Assessment Reports: At the preschool level, at the end of each inquiry unit, students' progress regarding the targeted knowledge, skills, concepts, and attributes of the PYP Learner Profile is evaluated. The actions students have taken based on what they learned in the unit are also included in the progress reports. These reports have sections for students to reflect on their transformative thinking. Every year, two progress reports are issued at the end of each term. These reports include developmental indicators appropriate to students' age levels, and the evaluation is based on these indicators. In our primary school, students receive an individual progress report once each term, along with their report cards, which includes assessments of both inquiry units and subject areas. These reports contain sections for students to reflect on their transformative thinking and enable teachers to give detailed feedback.

Mid-term General Assessment Reports: Before the November and April mid-term breaks, a report is issued assessing students' knowledge, concepts, skills, and actions.

Portfolios and Student-Led Meetings: Students share selected products from their portfolios during Portfolio Presentation Days, which occur once each term, with their families.

Parent-Teacher Meetings: Parents, students, and teachers are all regarded as partners in the reporting process, sharing responsibility for both learning and student development. Communication is open and reciprocal. At ISTEK Acıbadem Schools, two parent meetings are held annually, and numerous opportunities are provided throughout the school year for parents to meet with teachers. All teachers have weekly scheduled times for parent meetings.

Learning Journals: Students keep journals and reflect on their learning throughout the year. These journals are concrete indicators of student development.

Action Feedback Forms: At the end of each unit, these are shared with parents via Google Forms, allowing them to share their observations on how much students have implemented their learning in connection with the attributes of the PYP Learner Profile and the approaches to learning. Feedback is reviewed by both teachers and administrators, providing insight into how students are applying their learning in real life. These shared reflections are used in giving feedback in progress reports and revising units.

PYP Exhibition: The PYP Exhibition is a culminating assessment activity conducted in all schools implementing the PYP, where students showcase what they have learned, the skills they have gained, and their positive attitudes, sharing these with the school community. During the exhibition, students research a global problem chosen by their groups and undertake actions related to that problem. School teachers act as mentors, guiding the groups through their projects. After completing the exhibition, students receive PYP certificates indicating they have completed the program.

FEEDBACK AND SUMMATIVE REPORTING AT ISTEK ACIBADEM SCHOOLS

At ISTEK Acıbadem Preschool and Primary School, regular feedback and summative assessments are provided to support the learning process. The feedback aims to:

- Develop skills
- Enhance talent and potential
- Clarify the next steps
- Motivate self-improvement
- Foster confidence and collaboration
- Provide information on what has been done and what has not
- Evaluate the quality of the work
- Guide improvement efforts

In the preschool, in addition to feedback through various rubrics, teachers regularly give verbal and written feedback and summative assessments to students. At least three products in each unit receive written feedback and evaluation. Teachers discuss students' drawings in their learning journals and provide feedback. This process helps students realize why, how, and what they are learning.

Assessment Requirements According to the Turkish National Education Curriculum

- Student success is determined through formative assessments and performance tasks.
- All assessment tools and strategies used to determine student success must evaluate students' critical and creative thinking, inquiry, and problem-solving skills.
- The assessment tools used to evaluate students must be valid and reliable. Depending on the learning outcome, rubrics and checklists are developed and used.
- For students with special learning needs, individualized education programs are planned, and their success is assessed according to the learning outcomes specified in these programs.
- Teachers carry out projects and other tasks to determine students' performance based on the foundations of the assessment policy, objectives, and the learning outcomes of the subject. The success of students with special needs is evaluated according to performance tasks and the individualized education programs.
- For grades 1 to 3, all performance tasks and projects conducted with teacher supervision are evaluated under teacher monitoring.
- In grade 4, no exams, including short-term readiness, trial, or screening tests, are conducted; instead, assessment tools focused on process-based evaluation are used. Multiple-choice questions are not used; students are asked questions where they generate the answers themselves.
- Classroom and activity participation and performance tasks are considered in determining student success.
- Classroom assessments are conducted according to formative assessment. Teachers continuously monitor students' academic and social development and use assessment tools as part of class activities to provide immediate feedback to students.
- Students who cannot participate in visual arts or physical education due to physical disabilities or other health issues must document their condition with a doctor's report.
- Students whose officially registered religion is not Islam may be exempted from the Religion and Ethics course.
- Primary school is not a period where students are excluded due to failure. It is a period that offers students opportunities to develop their interests and skills through curriculum studies and extracurricular social activities.

PORTFOLIO IMPLEMENTATION PRINCIPLES

Portfolio Content

A portfolio showcases students' learning processes and allows the observation of each student's development over time. It contains selected products from various learning experiences across different subject areas. Student portfolios are in file format, but some sections or works may also be digital or three-dimensional.

On the first page of the portfolio, there is an "About Me" page where the student uniquely introduces themselves.

A portfolio file consists of the student's "About Me" page, 4 inquiry units for the 3-year-old preschool group, 5 for the 4-5-year-old group, and 6 inquiry units for grades 1, 2, 3, and 4 in primary school, along with sections where students collect records related to the Learner Profile.

Portfolio Purpose

The portfolio is designed to showcase a student's success, development, and reflective thinking about their learning. It contains products that demonstrate both the learning process and the learning outcomes. These products may include activities, assessment tasks, etc.

The main purpose of the portfolio is to foster students' reflective thinking. Another purpose is to inform reviewers about the student's learning journey.

Each classroom has 2 folders per student. One stores the student's work from all subject areas. The other is the portfolio folder where the student stores selected works from the first folder.

The first page of the portfolio folder is the uniquely created "About Me" page by the student.

The portfolio is organized according to 6 inquiry units, thus also displaying development over time.

In the last week of each unit, at least 1-2 class hours are allocated for the portfolio. During these hours, students select which products they want to add to their portfolio folders from the files where all their works are stored.

Students write post-it notes on the selected products explaining why they chose them.

For grades 1 and 2, these notes might say things like "I chose this work because I had a lot of fun / it was challenging / I learned … / … was interesting to me."
In grades 3 and 4, in addition to the above, students also include what they need to improve in future work.

Students who prefer group work may include group projects in their folders. For works that cannot be physically filed, teachers take photos and share them with the student.

For each inquiry unit, students select at least 2 works from their classroom teachers' lessons. Depending on the grade level, these works may come from Mathematics, Turkish, Life Studies, Social Studies, and Science and Technology classes. Teachers guide students to make balanced selections across these subjects.

Students primarily choose the products to include in their portfolios, but teachers may also request certain works to be added.

Students must include summative assessment tasks in their portfolios. Checklists, assessment scales, etc., used in evaluating students are also added along with the work. Teacher feedback on the work is valuable. Feedback should include suggestions for improvement rather than just praise such as "Well done" or "Good job."

For English lessons, students select at least two works for each inquiry unit. English teachers dedicate a class at the end of each unit to selecting these works and adding reflective notes.

The last section of the portfolio is dedicated to the Learner Profile. Students keep records for each Learner Profile attribute. This documentation can be pictorial or notes about how they have demonstrated these attributes over time. Those who prefer may photograph themselves exhibiting these traits and store the images.

After progress reports are sent to parents at the end of the first term, they are returned to school and kept in the portfolio files.

Action feedback forms that parents submit at the end of each unit are also stored in the portfolio. Teachers use this feedback when filling out the action sections of progress reports. Classroom teachers ensure that every parent submits these forms at unit end.

Selecting original works for the portfolio is important. Worksheets are not included.

Learning journals are also part of portfolios. Maintaining learning journals regularly is very important.

Students keep their portfolio folders at school.

Students participate in portfolio presentations with their folders. During the presentation, they show their folders to their parents. Then, they go to the designated presentation room with at least two selected works from their folders, one of which is from English studies. After the presentations, students leave their folders in the classroom. Parents fill out feedback forms provided after the presentation; these forms are kept in the student's folder.