



**GÖKKUŞAĞI KOLEJİ**  
Dünyanın Eğitimi

# GOKKUSAGI SCHOOLS ASSESSMENT POLICY

2017 - 2018



### **What is Assessment in the PYP?**

Assessment is integral all teaching and learning in the PYP. It is a process of collecting data / checking progress throughout the journey of teaching and learning.

It helps the teacher and the student to determine new goals through reflecting on what the learners know, what they understand, what they can do at different stages of the teaching and the learning process.

At Gökkuşığı Schools, and in the PYP, we believe in the significance of effective feedback to our students. Our assessment needs to support learning, by engaging learners, using different assessment techniques, reflecting learner profile attributes and providing a high quality feedback. Assessment has to be fair, valid, reliable, appropriate for the age in content and allows for learners to demonstrate what they have achieved.

Furthermore, we offer students the opportunity to assess their own learning process.

### **The Principals of Assessment**

Assessment practices related to the pre, formative and summative in school are important for students, teachers, parents and school administrators.

Gökkuşığı Schools recognize that assessment is the process whereby student learning outcomes are measured and developed and feedback is given to students on their progress. Students and teachers are actively engaged in assessing the students' progress to develop their wider critical-thinking skills and self-assessment skills.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- **Assessing** – how we discover what the students know and have learned.
- **Recording** – how we choose to collect and analyse data.
- **Reporting** – how we choose to communicate information.

Gökkuşığı Schools believe that assessment

- assess the process of inquiry as well as the products of inquiry
- produces coherent feedback for students, parents, teachers and administrators
- monitors the progress of student learning and achievement
- informs the teaching and learning process to be modified as a result of the assessment.

Gökkuşığı Schools recognize that students

- have individual/different learning styles therefore instructional process should be differentiated
- may have different cultural experiences, needs and expectations

- need to know their progress, achievements and areas for improvement
- should receive positive, constructive and encouraging feedback

Gökkuşığı Schools believe that assessment process should

- be criterion-referenced using the learning objectives by the IB PYP and the regulations of the Turkish Ministry of Education
- take a variety of learning styles into consideration
- be differentiated for different backgrounds of learners
- be at just the right level of challenge for the student and keep adjusting that level as the student progresses
- be relevant and motivating
- provide a large variety of different assessment opportunities
- be formative and summative
- be ongoing and reflective
- measure what students understand, what they know and can do
- give chance to students to evaluate their progress, notice areas for improvement and set goals for it
- give chance to school to evaluate the measure of success in meeting the specific learning objectives
- use varied assessment tasks, formats and instruments; and be valid, reliable and practical

**Effective assessments allow students to:**

- be responsible for their own learning
- demonstrate a range of knowledge, conceptual understanding and skills
- participate in reflection, self and peer assessment
- discover their abilities
- base their learning on real-life experiences that can lead to further inquiries
- analyse their learning and understand what needs to be improved.

**Effective assessments allow teachers to:**

- inform every stage of the teaching and learning process
- to plan for further inquiries
- see how the students react toward the forms of assessments and whether there is a need to change the style or to advance it
- plan differentiation strategies
- check if their instruction, classroom practices, tools, methods, techniques, differentiation ways or facilitation work or not.

- get feedback of their teaching methods and success of their of their planning and curriculum
- get the evidence of concrete results
- reflect on student performance and progress.

**Effective assessments allow parents to:**

- see evidence of student learning and development
- provide opportunities to support their weak areas and appreciate their improvement
- get feedback of the success of their choice of school.

**Assessment is important for School Management. Because;**

It contributes to the development of the learning and teaching process that is organized in line with the goals of the school.

It allows the school management to have information about the overall success of the school.

**ASSESSING: How do we discover what students have learned?**

At Gökkuşağı Schools, we use a combination of pre-assessments, formative and summative assessments. Teachers use a variety of strategies and tools to do so. We assess what students know (knowledge), understand (concepts), do (skills and action), and how they work as a learner (attributes and attitudes).

Types of assessment:

**Pre-assessment** allows students to communicate or demonstrate their prior knowledge about a concept or skill. Data from pre-assessments helps to guide teacher planning and instruction and determining flexible grouping patterns in terms of differentiation.

**Formative assessment** provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

**Summative assessment** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

### **RECORDING: How do we collect and analyse the data?**

Specific strategies and tools are consistently used in the assessment process. These are the basis of a comprehensive approach to assessment and represent the answer to the question 'How will we know what we have learned?'

**Specific strategies used for assessment:** These strategies include observations, performance-based tasks, process-focused assessments, selected responses, open-ended tasks, reflections, self and peer assessments.

**Specific tools used for assessment:** These tools include rubrics, exemplars, checklists, anecdotal records, continuums, teacher constructed quizzes and tests.

#### **Portfolios**

These include student work samples and reflections gathered throughout the year. Portfolios are records of students' involvement in learning. Portfolios are used to show development of knowledge, conceptual understanding, transdisciplinary skills, attitudes, and the attributes of the learner profile over a period of time. Portfolios are also used to document student action and as a tool for assessment and reporting purposes for students, parents, teachers and administrators.

### **REPORTING: How do we choose to communicate information about assessment?**

Assessments are reported in various ways throughout the year. Progress is reported in the following ways:

**Teacher communication with parents:** This happens via face-to-face meetings, parents newsletter, notes home, phone calls and media formats (such as WhatsApp, Facebook and Instagram).

**Students-Led:** Student-led conferences involve the students and parents. The students are responsible for leading the conference. The students discuss and reflect upon the samples of work in their portfolio that they have chosen and share with their parents.

**Mini Exhibitions:** At the end of each term, students share their work with their parents through mini-exhibitions.

**Reflective Thinking Diaries (Journals):** Students write their reflections on their journals during each unit of inquiry.

**The written report:** The school sends written reports for each students at the end of each semester. This report consists of comments written by the teachers for each subject. The comments cover the child's progress through formative assessment, summative assessments, skills, attitudes and learner profile attributes within the units of inquiry.

When creating a Written Report, consider the following points:

1. The learner profile is addressed.
2. The transdisciplinary units and the subject-specific teaching are included.

3. All teachers involved in the student's progress have an opportunity to comment.
4. All the essential elements of the programme are included

### **Turkish Ministry of National Education Evaluation Requirements**

- The success of the students is determined by exam results, projects and performance studies.
- All assessment tools and strategies used to determine the success of pupils have critical and creative thinking, inquiries and problem-solving skills
- The assessment tools should be valid and reliable. Depending on the outcome of the learning, the teachers develop and use the answer keys, rubrics and checklists.
- For children with special needs, individualized teaching programs are planned and the success is assessed based on the learning outcomes indicated in these programs.
- Teachers can use exams, projects and other materials to determine the performance of the students according to the bases of the assessment policy.

The equivalent of the points is as follows:

<b><u>MARK</u></b>	<b><u>RATING</u></b>
85,00–100	Very good
70,00–84,99	Good
60,00–69,99	Fair
50,00–59,99	Pass
0–49,99	Fail

- In Kindergarten, reports that the teachers build on the age of the students are delivered with PYP Report Cards at the end of each term.
- From 1<sup>st</sup> grades to 3<sup>rd</sup> grades, all performance studies and projects carried out are assessed on the basis of teacher supervision. Within the scope of inquiry units, students are assessed with various strategies and tools and then the data obtained are reported in PYP Report Card and MEB Report Card with the teachers' observation.
- For grades 4, students are given at least two or three exams for courses given per week. Teachers prepare answer keys with exams. This answer key is used for scoring and is stored with test papers. Answer keys must be detailed and include possible answers to the questions. Students who do not attend the examination or who do not deliver the performance work or project on time should give an excuse. If the excuse is not valid or is not accepted by the management, the student's performance is not graded but is evaluated on the arithmetic average.

- All students have to prepare at least one individual or group project each year. Class participation and performance work are taken into account in the determination of the success of the students. The performance work and projects are assessed by the teachers with the answer keys and rubrics which are prepared by the teachers and reflect the criteria. Students are required to submit their projects before the deadline.

**Exhibition Unit:**

The final year of the PYP, the 4th graders prepare an exhibition unit to cover 5 essential elements by choosing one over six themes. Every third week of November, students are assigned to groups according to their particular interests, setting a topic to explore that really matters to them. Students are separated into groups and they study with a mentor teacher for 2 days a week for 25 minutes. At the end of the year, the students share their products and exhibition preparation phases during the workshops with the entire school community and their families. At the end of the exhibition, while the students evaluate themselves through the rubrics, the parents evaluate their children on the check lists. In the conclusion section, the teacher evaluates the whole of the exhibition and thinks alternately.

**Source**

- Making the PYP Happen: "A Curriculum Framework for International Primary Education", International Baccalaureate Organization, 2007,2009.

- "Primary Years Program Assessment Handbook" ,International Baccalaureate Organization, January 2001

- <http://www.meb.gov.tr/>