ASSESSMENT POLICY

2018 - 2019

MISSION STATEMENT OF GOKKUSAGI SCHOOLS

Gökkuşağı Schools offer academically challenging and rewarding national and international programmes focusing on the cultivation of individual talents and intellectual, social and emotional development.

At Gökkuşağı Schools, through a student-centered and balanced education we aim to develop inquiring, knowledgeable and self-confident lifelong learners who are honest and equipped with universal values and intercultural understanding to create a peaceful world.

We inspire students to be innovative and socially proactive multilingual learners who are responsible members of the global community and productive global citizens. We support learners to have their own national and spiritual values and develop respectful learners who understand that people have different values and points of view.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ASSESSMENT POLICY MISSION

At Gökkuşağı school we believe the purpose of assessment is to communicate to students and parents through the process of inquiry and needed growth through the various types of authentic assessment. It is aimed at lifelong learning and teaching by considering the individual differences of all learners. The main context of teaching and learning reflects the important role of the 21st century pedagogy on information, media fluency and incorporating of modern technologies and managing experience for a PYP teachers, students and parents to be open to new challengers, being reflective, facilitating professionally and socially, sharing knowledge and skills within innovative IB educational community.

Assessment policy at Gökkuşağı Schools aligns with the requirements of the IB philosophy and reflects its' core values. Our assessment philosophy is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is surely connected with our school mission which is: Gökkuşağı School community develops inquiring, knowledgeable and self-confident lifelong learners who are honest and have human values through intercultural understanding of creatıing a peaceful world. We inspire our students to be innovative and socially pro-active multilingual learners who are responsible members of the global community. So we seek assessment to change the World within collaboration of teachers, parents, administrations and students to desigh, discuss, reflect on student learning to grow and change as a life-long learner.

The ultimate purpose of assessment is to guide our planning, instruction and evaluation so that to support student learning. We believe that teaching /learning cycle begins with assessments like zone of proximal development for the whole child area. The process of assessment is the main tool to obtain evidence and determine students' learning outcomes. The aim of assessment is to provide feedback on the learning process to students, parents, teachers, administrators. Assessment is the process of identifying, collecting and analysing data about students' learning, an integral part of teaching and informing planning and practice. The process of assessment provides positive attitudes, encourages excellence in teaching and develops the attributes of the Learner Profile within planning, teaching and reporting.

By using different assessment techniques we assess students both in terms of process and outcome. We intend to improve the quality of teaching, to provide information about the learning process, to increase the effectiveness of existing learning programs and to give feedback. We offer students the opportunity to assess their own learning process, to be competent at self-assessment in both academic and behavioral areas. We use differentiation as the process of identifying where personal learning and learning opportunities and the most effective strategies for achieving agreed goals enable every student to develop self-assessment skills.

THE PRINCIPLES OF ASSESSMENT

Assessment is a critical piece of information that is necessary for the best education of our students. It provides all learners with opportunities to demonstrate their learning which is rewarded and celebrated. The students are carefully and effectively directed through five essential elements: knowledge, skills, concepts, attitudes and actions. The purpose and means of assessment should be clearly explained to the children. Teachers and students evaluate both the outcome and the process within the assessment and the evaluation processes.

Teachers, students and parents assess, record and report learning through units of inquiry, Learner Profile, Student portfolio, Conferencing, State assessment. Each unit of inquiry includes both formative and summative assessment and are planned in the planners to meet and accomodate different learning styles and individual needs. It is developed in relation to the lines of inquiry as common assessment within grade levels (reading, writing, word study, math).

Gökkuşaği teachers make sure that forms of assessment through the planners and within the classrooms assess all the essential PYP elements: knowledge, skills, concepts, attitudes and actions. Gökkuşağı 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 cirruculum 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.

Gökkuşağı 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.

Gökkuşağı Schools recognize that students:

- ✓ have individual/different learning styles and instruction is 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

Gökkuşağı Schools believe that assessment process:

- ✓ being criteria-based correlated with the IB PYP and the regulations of the Turkish Ministry of Education
- ✓ takes a variety of learning styles into consideration differentiates the diversity of learners within the unit of inquiry
- ✓ suggests level challenges for students and their progress
- ✓ provides a range of different assessment strategies
- ✓ formative and summative assessment are both used to assess student work
- ✓ communicates what students know, understand and can do
- ✓ gives a real chance to students to evaluate their progress
- ✓ evaluates the measure of success in meeting the specific learning objectives
- ✓ identifies valid and practical assessment tasks, formats and instruments

Effective assessment allow students to:

- ✓ show responsibility for their own learning
- ✓ demonstrate a range of knowledge, conceptual undertsanding and skills
- ✓ participate in reflection, self and peer assessment
- ✓ base their learning on real-life experiences that can lead to further inquiry
- ✓ analyse their learning and understand what needs to be improved

Effective assessments allow teachers to:

- ✓ inform every stage of the teaching and learning process
- ✓ moderate and plan further inquiry
- ✓ use differentiation strategies throughout the duration of a unit
- ✓ check the validity of instruction, classroom practices, tools, methods, techniques, differentiation ways as a facilitation process
- ✓ get feedback to teaching methods and promote success of planning and implementing the curriculum
- ✓ reflect on student performance and progress and get the evidence of their results

- ✓ Regular assessments gather information needed to adjust teaching.

Effective assessments allow parents to:

- ✓ evaluate the evidence of student learning and overview of their development
- ✓ indicate the areas of strengths, areas for improvement and underlines the values of the Primary Years Programme
- ✓ provide opportunities to share students' progress and making their goals
- ✓ get feedback of the success of their choice of the school and next steps in each child learning
- ✓ gain information due to their child's status (grade level expectations and state norms)

Assessment is important for School Management:

It contributes to the development of learning and teaching process and help remove barries during assessment.

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

ASSESSMENT IN THE CLASSROOM

ASSESSING: How do we discover what students have learned?

At Gökkuşaği school we assess what students know (knowledge), understand (concepts), do (skills and action), and how they work as a learner (attributes and attitudes).
Assessment practices related to the pre –assessment, formative and summative are important for students, teachers, parents and school administrators.

Formative assessment is within every unit of inquiry: the tasks are developed by teachers' teams in their collaboration to assess students' learning related to the lines of inquiry. Pre-assessment is considered a form of summative assessment and determines a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Pre-assessment is an on-going process within each of the planners through oral discussion(KWL charts or graphic organizers or provocation activity within the 'Wall gallery' of students).

Pre-assessment is a kind of assessment designed to identify students' prior knowledge and experience drive the instruction at the beginning of the inquiry process. The aim is to provide a basis for students to know the entry levels, to evaluate their progress and to discover differences in the process. Formative assessment and teaching are directly

connected; neither can function effectively without the other. The tools and strategies of formative assessment can be but not surely limited to tools (anecdotal notes, checklists, open-ended tasks, performance tasks) and strategies (observations, performance, process-focused assessment, selected response such as quizzes and tests).

Summative assessment is developed by teachers' teams to assess students' learning and understanding the central idea (simple questions due to main concepts, oral responses, graphic organizers, presentations) and takes place at the end of each unit of inquiry. It is a great opportunity for students to demonstrate to each other and their parents what has been learned highlighting the knowlegde, concepts, skills acquired through the unit of inquiry. All the teachers work in their transdisciplinary teams to decide thre criteria for determimg the students' knowledge of the concepts, a task for students to do and a tool for evaluation (rubric, anecdotal summary, etc.). Summative assessment may include one or any combination of the following: acquisition of data, synthesis of information, application on knowledge and process.

Summative assessment aims teachers and students to a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs, improves student learning and the teaching process; it measures understanding of the central idea, and provokes students toward actions; it is focused on the central idea of each planner.

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:

Observations: All students are observed often and regularly with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity) and from non-participant (observing from without) to participant (observing from within).

Performance assessments: The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.

Selected responses: Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples.

Open-ended tasks: Situations in which students are presented with a stimulus and asked to communicate an original response (a brief written answer, a drawing, a diagram or a solution).

 Reflections, self and peer assessments.

Specific tools used for assessment:

Rubrics: An established set of criteria for rating students in all areas.

Checklists: These are lists of information, data, attributes or elements that should be presented.

Anecdotal records: Anecdotal records are brief written notes based on observations of students.

 Continuums: These are visual representations of developmental stages of learning.

Teacher constructed quizzes and tests.

Student Portfolios

 The purpose of a student portfolio is to help students reflect on their learning, to show growth over the time and their development inside and outside the programme of the inquiry within all the subject areas. They include student work samples and reflections gathered throughout the year. Portfolios are records of students' involvement in learning. The portfolio allows to see a real situation of the whole child. Portfolios are records of students' involvement. 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 students' action and serves for students', parents', teachers' and administrators' assessment, reflecting and reporting.

Content of the Gökkuşaği student portfolio:

- ✓ one student generated reflection for each unit from the programme of inquiry or a student response to a piece of the work from the unit of inquiry;
- ✓ PYP Learner Profile Reflections;
- ✓ evidence of the development in subject areas

All the portfolios follow srudents through their years at Gökkuşaği share with parents and discussed due to the devided 5 parts: self-assessment and reflection, summative assessment, teacher selected, **s**tudent selected**,** formal assessment.

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

The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent, the learner and the teacher**.** Students of the 3rd, the 4th grades usually receive anecdotal report cards which classify students as advanced learaners. Teachers also give comment to these report cards on individual student progress. Students, teachers and parents reflect on the development of the Learner Profile attributes.

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). Interviews inform the parents about the development and needs of the pupils and give feedback information from the parents. The time and duration of the meeting will be determined according to the needs of teachers and parents

PARENT REFLECTION (MEETINGS and TALKS): At the end of each unit of inquiry parent meetings and talks are held to inform them about the progress of the students, to share the experience related to the current IB unit of inquiry. Parents and students collect evidence and have response or application of the unit ideas in action (encouraging student-initiated action as the examples).

STUDENT-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 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 Journals: Students write their reflections on their journals during each unit of inquiry

The written reports: 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

SELF ASSESSMENT/REFLECTION: We understand it as a part of the IB planners on a regular basis in the classrooms. Report cards and parents' bulletins go home to parents each 6 weeks and include the students reflection on the Learner Profile based on the selected question (or student's choice).Teachers reflect on the students' reflection and parents reflect on both of these reflections. Self-assessment is a part of the students' portfolio.

REFLECTION TIME: Student generated reflections take place at the end of the unit:

- ✓ reflection of the unit of inquiry(knowlegde and understanding the central idea, possible future investigations);
- ✓ response to a piece of work from the unit of inquiry;
- ✓ running record of 'big ideas'is passed from grade to grade by each student(students and parents generate assessment from PYP experiece)

Teacher assessment /reflection of each unit: as a grade level team teachers analyse the parts 6-8 in their planners and date notes in section 9 to make meaningful changes and make considerations for the future.

LEARNER PROFILE: While at Gökküşaği, all the participants in the learning process are expected to model the attributes of the Learner Profile. The assessment of the policy will be for students to self reflect and set goals on their development of the LP attributes.

Tools/strategies:

Kindergarten and first grade will introduce the LP focusing on the certain attributes.

The second through fourth grades students will use the LP reflection to self-assesss their growth and understanding of the LP.

Teachers agree to give the students certain time at least 2-3 times a year to complete the documents. This will be housed in the sudents' portfolio. All the inquiry units have focus attributes that will be revised during the duration of the unit. The 4th graders will reflect their personal growth /PYP journey through the demonstration at the Exhibition using electronic data and portfolio pieces.

Parents are encouraged to facilitate students' goal setting and reflection with regards to modeling the attitudes and attributes of the PYP. Students, parents and school administration are expected to model the Learner Profile. Students and teachers communicate evidence of modeling and understanding the characteristics of all the Learner Profile attributes through their behaviour.

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:

MARK	RATING
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 1st grades to 3rd 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.

THE CIRRUCULUM AND ASSESSMENT

Assessment can give feedback to the students and an opportunity to think alternately about themselves. It is important that joint decisions concerning the sharing of common issues, informing the program and learning are all relevant to the parents. It is necessary to explain the progress of learning by the learners, to identify the areas to be improved and to take the necessary basis to contribute to consolidation of the school community. It is ensured by an assessment that it is possible to determine in what way basic knowledge and skills of the curriculum have been achieved.

Comprehending what has been read, analyzing, interpreting, gathering information, reaching a methodological result, making conclusions from data, observing and evaluating observation results, problem solving, adapting learned information to new situations, researching skills are possible within a comprehensive assessment policy.

Reason for feedback: Informing and co-ordinating the learning of the learner for a certain period of time by sharing the learner's psychomotor, self-care, personal development in social areas and academic level with the learner, parents and school community.

Feedback methods (how to do it): End-of-term reports, term-end development reports, class observation reports, behavior reports, exam results, narrative reports, information-related final results bulletins, weekly parental reports, verbal report/conference, letter grade, end-of-year portfolio files.

Feedback (what): Review of development in the positive and negative aspects.

Exhibition Unit: The final year of the PYP, the 4th graders prepare an exhibition unit to cover 5 basic items by choosing one over six themes. Every third week from February, students are assigned to groups according to their particular interests, setting a topic that is important to them and others and that they want to think about. Students separated into groups to form a concept map by making a brain storm. They evaluate the main ideas determined in this

way on the basis of the previously defined main building criteria and carry out the exhibition works in a meeting with relevant teachers for 2 days a week for 25 minutes.

At the end of the year the students share their chooze-act-cycle activity in the form of a Programme-specific Project and teachers - 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 their consolidation of learning.

Teachers develop assessment strategies to reflect on the exibition(summative assessment toolsfor analyzing the whole Exibition process, a range of reflection tools for different audience).

Parents will fully understand the 'action' component of the PYP, recognize and support student initiated action, report it beyond the school and lead the children to reflect on the action they have chozen as in-depth collaborative inquiry in engagement with the five elements of the PYP programme.

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