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Nesibe Aydın Schools

EVALUATION POLICY

Chapter One

Purpose, Scope, Basis, Committee Members and Definitions

Aim:

ARTICLE 1 - The purpose of this policy;

(1) To contribute to the realization of the overlapping mission statements of the IB and Nesibe Aydın Educational Institutions.

(2) To create an evaluation culture in Nesibe Aydın Educational Institutions, thus developing evaluation skills among all members of the learning community and ensuring the creation of a common language.

Scope:

ARTICLE 2 - (1) This policy covers the principles of evaluation activities carried out to inform teaching at Nesibe Aydın Educational Institutions.

Rest:

ARTICLE 3 - (1) This policy has been prepared based on the Ministry of National Education Regulations, Curriculum, and International Baccalaureate documents and practices. This policy has been prepared in accordance with the Ministry of National Education Regulations, Curriculum, International Baccalaureate documents, and the 2024 Turkish Century Education Model .

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Directive Committee Members:

ARTICLE 4 - (1) The Policy Committee consists of the Coordinator Director of Nesibe Aydın Schools Kindergarten and Primary Schools, Academic Director, School Principals, International Baccalaureate Primary Years Program Coordinator, representative assistant principal, representative kindergarten class, primary school class, additional language (English, German, French, Spanish), visual arts, physical education, music teachers, school librarian, Guidance Counseling Specialist, learner and parent representatives.

Definitions:

ARTICLE 5-

- Assessment: Assessment is the ongoing process of collecting, analyzing, reflecting on, and acting on evidence about student learning to inform instruction.
- Assessment culture: Developing assessment skills among all members of the learning community.
- Learning objectives and success criteria: Maintaining the necessary communication to introduce and/or co-create the knowledge, skills and competencies focused on in any learning process.
- Feedback to inform the future: Providing feedback on current learning to inform what needs to be known to support future learning.
- Self-regulation: This refers to learners becoming self-adapters through the skills they develop, rather than self-evaluators. It is the act of setting their own learning goals and monitoring, regulating, and controlling their cognition, motivation, and behavior, guided by these goals and environmental constraints.
- Monitoring learning: Checking learning progress against personal learning goals and success criteria.
- Documentation of learning: Compiling evidence of learning.

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- h) Measuring learning: Demonstrating the learning that has occurred in a certain period of time through data collection.
- i) Reporting on learning: Reflecting on how much learning has occurred through the information presented to the learning community. It includes comments on the learner's progress, strengths and areas for development, and areas where they can do more.
- j) SOLO taxonomy: It is the taxonomy used to describe the structure of observable learning outcomes.

Part Two

Nesibe Aydın Schools Evaluation Philosophy

ARTICLE 6 - (1) Assessment informs the mission , philosophy, goals, principles, and practices of Nesibe Aydın Schools, as in the IB programs. Various assessment methods are used as appropriate. Assessment aims to develop and demonstrate course-specific knowledge and skills, conceptual understandings, and learning approaches. Developing learners' assessment skills is essential in this process. Learners value the feedback they receive and use this data to inform their future learning goals. To achieve these goals, they create observable evidence of learning based on their strengths and areas of development during their learning experiences and share it with the learning community.

(2) Teachers focus on what learners know and can do. They employ various strategies, methods, and techniques for monitoring, documenting, measuring, and reporting learning. They interpret the observable learning outcomes—the data they obtain—and use this data to inform learners and the learning community. Furthermore, as active members of the assessment process, teachers reflect on the effectiveness of learning and teaching through reflective processes they engage in, drawing on their observations, experiences, and self-

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assessments . They contribute to the implementation of effective practices through their actions by making decisions about the depth, quality, and effectiveness of the curriculum.

Chapter Three

Nesibe Aydın Schools Evaluation Principles

ARTICLE 7 - (1) Evaluation in Nesibe Aydın Schools is handled in the light of the principles stated below.

- Being original: By encouraging learner participation, it is supporting learners to make connections with the real world and to be original.
- Clear and specific: Learning objectives and success criteria for learners are clear, understandable and specific to individual differences.
- Diversity: Using various tools, methods and strategies appropriate for the purpose in helping learners learn in different styles.
- Development: Each learner progresses according to their individual differences and their own learning pace.
- Collaboration: All members of the learning community are involved in the process of developing an assessment culture.
- Interaction: All members of the learning community engage in ongoing and iterative dialogue about assessment.
- Using feedback to inform the future: Providing feedback on current learning to inform what needs to be known to support future learning.
- Soft skills: Skills related to personality traits. For example, leadership, communication, time management, etc.

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Chapter Four

Evaluation of Nesibe Aydın Schools According to National Regulations and Curriculum

ARTICLE 8 - According to the Ministry of National Education's Preschool and Primary Education Institutions Regulation, an academic year consists of two periods that complement each other in terms of evaluation. At Nesibe Aydın Educational Institutions, practices defined in the relevant regulation are implemented.

(1) In kindergarten Learners' development in five different areas (motor, cognitive, language, social and emotional, and self-care) is monitored through observation, inventory, and anecdotal records, tailored to individual differences. Data obtained is recorded on the "Development Observation Form" for each of the five developmental areas. This information is shared with parents through the "Development Report." Learners' strengths and areas of need for development, along with relevant recommendations, are presented in the relevant report.

(2) The academic success of learners in the 1st, 2nd and 3rd grades of primary school and their observed behaviors through different skills for each subject area are determined by the teacher according to the criteria of "very good", "good" and "needs improvement" according to their development levels.

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In fourth grade primary school, student success is assessed based on scores obtained from exams and participation in class activities. In this class, term grades, year-end grades, and year-end achievement grades are determined out of a total of 100 points. A course's term grade is determined by the arithmetic average of the scores a student receives from exams and participation in class activities. The 100-point system is categorized as follows:

Point	Notes	Explanation
85-100	5	Okay
70.00-84.99	4	Good
60.00-69.99	3	Middle
50.00-59.99	2	Passes
0-49.99	1	It will not pass

Two exams are given in each course per semester. Exam dates are announced to students at least one week in advance. The number of exams per day in a class cannot exceed two, and each exam cannot exceed one class hour. A variety of question types are included in the exams. Questions are distributed by topic, with the weighting decreasing from the previous exam to the previous exam, and are chosen from topics covered since the beginning of the semester. An answer key is prepared along with the questions before the exams. The answer key details the score for each question. Students with two or fewer weekly class hours in each course each semester are given two course activity participation points, and those with more than two weekly class hours are given three course activity participation points.

(3) At the end of each term, evaluations at all grade levels are shared through the E-School system through the generated report cards.

(4) In addition to the regulation defined above, other evaluation activities carried out in Nesibe Aydın Schools are defined below:

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- School Admission Interviews: Preliminary interviews and evaluations are conducted to identify the basic academic and affective skills of learners during the kindergarten and primary school admission process.
- Readiness Exam: This exam is administered at the beginning of the year in 2nd, 3rd, and 4th grades of primary school to assess students' knowledge and skills in language (mother tongue and additional languages) and mathematics. Learners are supported throughout the learning process by identifying areas for development.
- Assessment Activities: These activities are conducted monthly to determine the knowledge and skills of students in the first, second, third, and fourth grades of primary school in the fields of mother tongue (dictation, reading comprehension, listening comprehension, writing) and mathematics. Learners are supported in the learning process by identifying areas for development.
- Cambridge YLE (Starters , Movers): Students in 3rd and 4th grades take the specified exam regarding their English language skills, at their own request.

Chapter Five

Evaluation Made According to Nesibe Aydın Schools International Baccalaureate Primary Years Programme

ARTICLE 9 - Developing Evaluation Ability Through Self-Regulation

Nesibe Aydın Schools develops learners and teachers who possess the ability to self-regulate assessment. This way, the learning community learns about the reasons for assessment, what is being assessed, the criteria for success, and the methods used in assessment.

(1) Teachers with self-regulation skills should have the ability to evaluate learners;

- Encourages and supports them.
- Uses data and evidence about planning and teaching strategies.

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- Selects tools and strategies appropriate to the purpose of the evaluation.
- Collaborates to design evaluation tools, collect data through this, and analyze the results to use in subsequent planning.
- Monitors learning progress by providing effective feedback.
- Shares evidence and data with learners and the learning community.
- Reflects on evidence and data to improve practice.
- Plans multiple opportunities for success.
- It supports learners' reflective thinking.

(2) Learners with self-regulation skills can demonstrate their evaluation skills;

- Partners with teachers to design learning goals and success criteria.
- Self-assess their progress towards achieving learning goals.
- Demonstrates learning by creating evidence.
- Using metacognitive skills, they reflect on their learning and plan their next steps.
- Uses feedback and multiple strategies to organize their learning and identify where and when to make improvements.
- Works collaboratively with other learners in the learning environment.

ARTICLE 10 - Designing Learning to Inform Learning and Teaching

Nesibe Aydın Schools focuses on two types of learning design to inform teaching within the context of the PYP.

(1) Assessment design in the PYP is often backwards. This leads teachers to design the assessment first and then plan the learning activities.

(2) The assessment design is also forward-looking. This forward-looking design supports the development of soft skills, learning approaches, and IB Learner Profile characteristics that may occur during the learning process. Through this assessment design, learners reflect on what

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they know and what they can do during learning activities and provide visible evidence of learning.

ARTICLE 11 - What Do We Evaluate?

(1) For the international awareness aimed to be realized within the context of the program in Nesibe Aydın Educational Institutions;

- Knowledge, conceptual understandings, skills and IB Learner Profile characteristics,
- The learning process and its products, learners' prior knowledge and newly acquired knowledge and skills, depth and breadth of understanding, how learners make connections and apply them through understanding,
- Learners' ability to make connections across lessons and apply skills to create new knowledge
- How learners demonstrate both independence and collaborative learning skills are monitored and evaluated.

(2) To establish observable evidence of understanding, conceptual understandings focused on within the context of the program of inquiry, scope sequencing documents, and concepts covered within the subject areas are assessed. These assessments utilize the SOLO Taxonomy, which is used to classify observable learning outcomes. The focus is on the six dimensions of understanding (explanation, interpretation, application, perspective, empathy, and self-awareness) associated with conceptual understanding. These dimensions are addressed developmentally over time, using a flexible and non-hierarchical approach.

ARTICLE 12 - How Do We Conduct Evaluation?

At Nesibe Aydın Educational Institutions, inquiry is treated as a process, and learners are informed about assessment criteria at the beginning of the inquiry or at appropriate times throughout the process. Assessment is approached through a variety of approaches, strategies, methods, and techniques.

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(1) Assessment is addressed through four dimensions: monitoring, documenting, measuring, and reporting learning. While these dimensions do not carry equal weight, each dimension has its own importance and value. The learning community emphasizes monitoring and documenting learning because it is critical to providing feedback.

Monitoring Learning: Learning progress is checked against personal learning goals and success criteria. Strategies such as observation, questioning, reflection, discussion with peers and teachers, providing feedback for follow-up, open-ended tasks, written and oral assessments, portfolios, and other strategies are used.

Documenting Learning: Evidence of learning is compiled and shared with others. Learning documentation is created to establish connections between learning objectives and success criteria. Evidence of learning is created using various formats, such as learning objectives, questions, reflections, and so on. Strategies such as learning logs, learning stories, and portfolios are used.

Measuring Learning: School-designed assessment tools identify what and how much a student has learned. These tools provide data to provide a holistic view of student achievement and support learning progress. Assessment tools consisting of open-ended and multiple-choice questions, rubrics, checklists, observation logs, scales, and other tools are used.

Reporting on Learning: This report is used to inform the learning community about learners' progress, areas of success, and areas for development. The PYP report card, learner-guided portfolio presentations, reports, and other resources are used. At our school, findings regarding learners' academic, social-emotional, and physical development are shared through the PORTAL, using the PYP report card and Learner Notes sections.

(2) In PYP evaluation, process and outcome evaluation are used together.

Summative Assessment: Aims to assess learners' understanding. Summative assessment is the culmination of the teaching and learning process. It provides learners with opportunities to demonstrate what they have learned. It can evaluate multiple elements simultaneously: it

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provides and enhances learning and teaching processes; it contributes to conclusions about understanding the main idea; and it encourages learners to take action.

Formative Assessment: Provides the information needed to plan the next stage in learning. It is interwoven with learning and challenges learners to assess what they have already known for a long time and ensures that the learning community understands what they can do. Formative assessment and instruction are directly linked and function consciously together. Formative assessment aims to improve learning by providing regular and frequent feedback. This allows learners to expand their knowledge and understanding, foster their desire to learn, foster reflective thinking, develop their capacity for self-assessment, and learn about success criteria. There is evidence that increased formative assessment can lead to significant improvements in comprehension, particularly among low-achieving learners.

(3) Feedback is provided to inform the future.

Learners who possess self-regulated assessment skills value feedback from peers, teachers, and parents. They reflect on this feedback to elevate their learning and actions. This provides advance feedback that allows them to focus on areas of improvement in their learning process. Feedback is provided both verbally and in writing, at the appropriate time, rate, and style. It helps learners focus on what to do next.

(4) Evaluation is carried out in three types: for learning, as learning, and evaluation of learning.

Assessment for Learning: Using pre-assessment data, teachers design opportunities for learners to experiment with and revise their learning models and to make connections between past and current perceptions. Assessment generates evidence of learner learning. Continuously monitoring, documenting, and measuring learning, and then analyzing assessment data, provides insights into learners' understanding, knowledge, skills, and dispositions. For teachers, assessment serves as a tool for individualizing learning; for learners, it serves as a tool for self-regulation based on the resulting data and feedback from teachers and peers.

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Assessment as Learning: Helping learners take responsibility

It supports learning by doing, while building enthusiasm and motivation for learning . It encourages learners to actively design, manage and measure their own learning, while developing skills to use assessments to self-assess, reflect and make adjustments for future learning.

Assessment of Learning: An integral part of learning. At appropriate points during inquiry, opportunities are provided for learners to assess their own knowledge acquisition, conceptual understanding, and development of skills during inquiry. - a portfolio , a mini exhibition and a PYP Exhibition are made to share learning with the learning community and to celebrate learning .

Reflection Journal: It is a tool that allows learners to reflect on their learning processes as learners with the ability to evaluate through self-regulation in the inquiry process, to note the action decisions they make, and to direct their learning through self-evaluations.

Portfolio Presentation: Portfolio presentations are conducted under the leadership of students, with guidance from class and all subject area teachers, and with family participation. Students take responsibility for their own learning, self-assess the knowledge they have acquired, the skills they have developed, and their strengths and areas for development. They share these with their families through self-assessments and create portfolios to document their learning.

Mini-Exhibition Presentation: Mini-exhibition presentations are held under the leadership of students, with guidance from class and all subject- matter teachers, and family participation. Students share with their families their experiences of how they became subjects of their own learning and the actions they took during the relevant unit of inquiry by conducting self-assessments.

PYP Exhibition: At the end of Grade 4, PYP Exhibition Unit Presentations are held under the leadership of students, with guidance from their class and subject- matter teachers, and with

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family participation. The PYP Exhibition is the culmination of the learning experience. This activity shares visible evidence of learning related to actions initiated, designed, and collaboratively implemented by our students on a significant global issue. Students self-assess their experiences of how they became agents of their own learning and the actions they took during the inquiry process, and share these experiences with their families.

Chapter Six

Relationships of the Policy with Other Policies

ARTICLE 13 - (1) Nesibe Aydın Schools Evaluation Policy is carried out by taking into account its connections with other policies established by the institution.

Language Policy: Necessary monitoring, documentation, measurement and reporting are carried out regarding the communication skills that learners develop in different languages.

Academic Honesty Policy: Necessary monitoring, documentation, measurement and reporting are made regarding research skills that will support students' ability to demonstrate academic honesty.

School Admission Policy: Necessary monitoring, documentation, measurement and reporting are carried out regarding the academic, social, emotional and physical aspects of students' admission to school.

Inclusion Policy: Individual differences of learners are addressed with an inclusive approach and the necessary monitoring, documentation, measurement and reporting are carried out to design effective learning environments.

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Chapter Seven

Responsibilities of the Learning Community

Revision:

ARTICLE 18 (1) This policy is reviewed by the Nesibe Aydın Schools learning community every June and necessary revisions are made.

Force:

ARTICLE 17 (1) This policy shall enter into force on the day it is approved by the Nesibe Aydın Schools Board of Directors and published on the school Portal .

Executive:

ARTICLE 18 - (1) These policy articles are implemented by the relevant school principals and the PYP coordinator on behalf of Nesibe Aydın Educational Institutions.

Source:

ARTICLE 19 – This directive was created by utilizing the following sources.

IBO (2018). Primary years program learning and teaching Cardiff, UK: International Baccalaureate Organization.

IBO (2018). Primary years program the learner Cardiff, UK: International Baccalaureate Organization.

IBO (2018). Primary years program the learning community. Cardiff, UK: International Baccalaureate Organization.

Ministry of National Education (2020). Ministry of National Education Preschool and Primary Education Institutions Regulation. Retrieved from: <http://mevzuat.meb.gov.tr/dosyalar/1703.pdf>

Ministry of National Education (2020). Preschool Curriculum. Retrieved from: <https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>

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Annex 1: PORTFOLIO IMPLEMENTATION PRINCIPLES

- ✓ Portfolios demonstrate students' learning processes. They allow students to see their progress over time . They contain selected products from the learning experiences students have participated in across a wide range of subject areas. Student portfolios are in the form of files, but some sections or pieces of work can also be digital.
- ✓ The portfolio includes a cover page, a unique self-introduction page for the learner, and then a table of contents. The sections related to the units of inquiry include a minimum of two and a maximum of three original products and assessment tools chosen by the learner for each disciplinary area, demonstrating the process and development. At the end of each unit of inquiry section, the learner's summative assessment for the unit and the PYP Report Card are included.
- ✓ Each student in the classroom has two files. One of these stores their work across all subject areas. The other file is a portfolio file where students can save their selected work. At least one to two class periods are allocated to the portfolio during the last week of each unit. Students select the products they want to add to their portfolio from the files where they keep all their work . Students write "Why I Chose" papers explaining why they chose the products they chose and paste them onto the selected products. Students who prefer group work can add these pieces to their files. For work that cannot be filed, teachers take photos of the work and share them with the student.
- ✓ The student primarily selects the products to include in the portfolio. However, teachers may also ask students to add certain products to their portfolio.
- ✓ It would be beneficial for teachers to also provide feedback during the study. Feedback provides suggestions on what students should do to improve in a specific area.
- ✓ Students select at least two pieces of work for each unit of inquiry from their English classes. English teachers also dedicate time at the end of a unit to selecting these pieces and adding reflection notes.

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- ✓ Integrated into their inquiry units . These activities may sometimes take the form of pictures, video recordings, etc.
- ✓ Portfolio files are sent home with students each year. Students participate in portfolio presentations with their files. They show their files to their parents during the presentation. They present the products in the files to their parents. After the presentations, students return their files to the classroom. Parents complete feedback forms provided after the presentation. These forms are kept in the student's file.

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