

# **BODRUM PRIVATE MARMARA PRIMARY SCHOOL**

## **INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME**

### **ASSESSMENT POLICY**

**August 2022**



## **BODRUM PRIVATE MARMARA PRIMARY SCHOOL ASSESSMENT POLICY**

Bodrum Private Marmara Primary School developed this assessment policy to focus on the philosophy for assessing teaching and learning, to develop assessment procedures and methods of reporting to parents and to enable a standardization .The policy is developed with close cooperation with the administrators and teaching staff and reviewed in the light of the needs of the school community, the changes in the PYP programme and practices and National curriculum requirements.

### **Philosophy of Assessment**

The purpose of assessment is to inform learning and teaching. As Bodrum Private Marmara College, we believe that assessment which involves the gathering, reflecting and acting on learners' performance is integral to all teaching and learning and identifies what students know, understand, can do, and feel at different stages in the learning process. By being reflective, assessments helps teachers and learners to set new goals. The recorded results shared via reports, give feedback to students, parents and teachers to plan the next step.

At Bodrum Private Marmara Primary School students are assessed against National Curriculum requirements and PYP assessment criteria.

The purpose of assessment in Bodrum Private Marmara Primary School:

- \* Providing feedback to the learning community to inform, facilitate, improve, develop the teaching process and set the next goal.
- \* Supporting learners to be agents and reflective to create positive attitude towards learning and take responsibility for their own learning.
- \* Getting information about what learners already know and plan the learning and teaching process.
- \*Getting feedback about subject specific knowledge and skills, concepts and approaches to learning.
- \*Identifying what students know, understand and can do.
- \*Making plans for individual differences.

The assessment policy of Bodrum Private Marmara Primary School is based on formative ( helping students to understand their progress and how they could improve)and summative assessment ( judgement at the end of a learning period about a student's achievement in relation to the objectives of the course). Continuous assessment is an integral part of our teaching.

## Roles and Responsibilities

At Bodrum Private Marmara Primary School, the teaching staff, administration, and PYP coordinator work cooperatively to develop, implement and to revise the school's assessment policy. The teaching staff is responsible for following the assessment policy besides the national curriculum requirements. The school's assessment policy is explained to new teachers by the PYP Coordinator.

### Students with Special Needs

As a school we are aware of the fact that students with special needs, both academic and social or personal, need a special consideration. If the ongoing classroom modifications have not solved the problem of such a student; counsellor, homeroom teacher, and if needed principal or the vice principal review the students information and decide on an action plan. The counselor has no authority to diagnose. See Inclusion policy for more information.

## Principles of Assessment Policy

### For Students

Assessment should

- include opportunities for learners to help move from self- assessors to self -adjusters. It should give efficient feedback to help the learner set a new goal.
- provide opportunities for self- reflection, sharing, thinking about learning approaches, concepts and subject specific knowledge and skills.
- Include various, appropriate tools and strategies.

The learners need to know why, how and what they are going to be assessed.

### For Teachers

Teachers should provide opportunities for learners to become self- adjusters. The feedback the teachers provide should be meaningful for learners to plan the next step and the teachers should encourage the learners to co-construct the success criteria and learning goals.

A teacher should be an assessment capable practitioner.

- The assessment the teachers design should provide evidence about the teaching and learning process, making plans, self reflect and preparing a report.
- The teacher should share the success criteria in advance.
- The teacher should consider various tools and strategies and select the best one for the learners.
- The teacher should share the data and evidence to the learning community.

## For Parents

- The reports sent to the parents should show the development of the learners.
- The feedback of the parents is important so parents should have the chance to share their feedbacks about the unit of inquiry.

## The Place of Assessment in the Curriculum

At Bodrum Private Marmara Primary School we have four dimensions of PYP assessment; monitoring, documenting, measuring and reporting on learning.

**Monitoring learning:** It happens daily. It is the aim to check the progress of learning against personal learning goals and success criteria. Observation, questioning, reflection, peer assessment, feedback about the next step, open ended tasks, oral and written assessment and portfolios are various strategies and tools used for monitoring.

**Documenting learning:** We make the learning visible. Learning journals, portfolios, check lists, rubrics, anecdotal records are some formats and tools used for documenting.

**Measuring learning:** we try to capture what a learner has learnt at a particular 'point in time'. We use the written exams that are prepared by our teachers and some commercial tests. In 4<sup>th</sup> grade 4<sup>th</sup> grade learners take two written exams from the lessons in accordance with National ministry of Education requirements. After measuring the learning of the learners, teachers should self-evaluate themselves and think what to do next.

**Reporting learning:** Reporting learning, describes the progress and achievement of the learner's learning, shows areas for growth.

**PYP Report cards**, as feedback about learner development are given to the students each term apart from the report cards prepared according to the National Ministry of Education. In report cards there are parts for subject specific knowledge and skills, learner profiles and approaches to learning. Knowledge and skills and approaches to learning are assessed as the following: 4: You have reached your goal. 3: Almost there. 2: You are making progress to reach your goal. 1: Try a little harder. Taking into consideration our development plan on 'learner profiles' we add the learner profile in the report cards in the second term of 2021-2022 Academic year. We give information about the learner profiles as Always, Often, and Sometimes. At the beginning of each unit of inquiry a **parents information letter** is sent to the parents to inform them about the theme, central idea, concepts, learner profiles, lines of inquiries and approaches to learning. At the end of the unit of inquiry we send **Feedback Forms** to the parents to get their observations and feedbacks about the learning outcomes. To encourage our learners to think about their own learning and take ownership we have a part for them to complete. In kindergarten we send reports at the end of each unit of inquiry. Each term we have one **parent- teacher meeting** to discuss the development of the learners plus, parents can meet with teachers in their **parents meeting hours** every week. Parents can also follow our **PYP blog** where we share what we do at school. At the **portfolio** presentation day students get the opportunity to be reflective and choose and share some of the products in their portfolio.

Learners do their presentations to their parents and teachers thus parents can see the development of their children and at the end of the portfolio parents and teachers complete an evaluation form and discuss the areas need to be developed. At the end of primary, at the end of grade 4, learners have their **PYP Exhibition**. PYP Exhibition is a very important for the school community. We expect learners to present their inquiry to their parents and school community. During the exhibition learners are expected to complete the self-evaluation forms in their learner journals. Grade 3 and 4 learners can also take Cambridge University Young Learners Test to get feedback about their level of English.

In kindergarten teachers document what young learners say and do. By listening carefully to the dialogue between students, teachers learn about their current interest, existing knowledge, level of involvement and social skills and share this with learners and parents.

At Bodrum Private Marmara Primary School we have pre -assessment, formative assessment and summative assessment.

**Pre-assessment** occurs before embarking on new learning to uncover prior knowledge and experiences. In all classes we have KWL charts ready to be completed in each unit of inquiry. 3-2-1 Bridge, Frayer model, What did you see?-What do you think?- What do you wonder? Are some tools used.

**Formative Assessment:** is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process. It gives the opportunity to be reflective and become self-adjuster. It shows what learners know, understand and do at a certain time. It gives the evidence to make plan and set a new goal. Peer checking, self-evaluation, making thinking visible strategies are used.

**Summative Assessment:** takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed.

### Assessment in the Turkish National Curriculum

In all the grade levels the personal engagement of the students, the classroom activities, projects and facilities are assessed against various criteria appropriate for the nature of the work. This assessment is done either by the teacher, the peers of the students or by the student himself/herself. With this evidence it is easy to assess students in terms of gathering information, presenting this information, drawing conclusion and developing attitudes. Students can see the strong and weak aspects of their work. In this assessment procedure, students learn to be objective about their own learning . This way they are able to guide their own learning process.

Oral and written tests are held regularly according to the objectives addressed in the subject guides. Students have two/three common written exams for each subject area in each semester. A student missing such an exam is responsible for arranging a make-up as soon as possible. Excuses for missing a written exam can only be accepted with a doctor's report. Teachers are obliged to assess the students continuously and to keep appropriate records.

Written and oral exams help teachers assess target skills during the year. Written exams provide written data about students' performance and progress throughout the year. The exams are prepared by the homeroom teachers according to different learning levels and styles of the students. The assessed exam papers are handed out to the students so that they can identify the things which need improvement. When needed, some parents are invited to school to give feedback. This way not only students but also parents take precautions to cover the missing parts.

Another grade is submitted according to the students' preparation for the course, bringing the course materials along, participation, doing homework regularly and reflecting on what is learnt in the class.

Homework and project works are given to the students in order to enable them to revise what they have learned and develop their approach to learning. We make students understand the importance of due date since time management is an important skill to be improved. Rubrics are inevitable tools for teachers and students. They make it easier for students to establish full understanding of the project work and clarifying the confusing points for the students. The assessment is done out of 100 points and it is transferred to the grading system out of 5. Grade 1, 2 and 3 learners are not given points but assessed as 'Very good, good, needs improvement.'

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*Primary Years Programme.* 1<sup>st</sup> edition September 2011. 1<sup>st</sup> Revision August 2016, 2<sup>nd</sup> Revision May 2017 The Programme standards and practices are in force as of 30 June 2017. 3<sup>rd</sup> Revision August 2019, 4<sup>th</sup> Revision 18 August 2022.

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