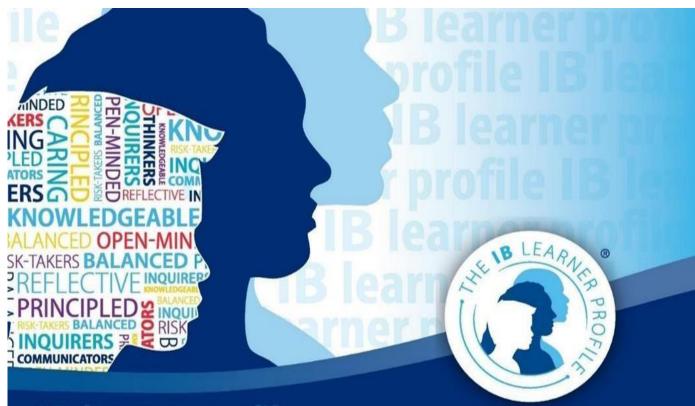# Assessment Policy

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Mission Statements

1.I IB Mission

The International Baccalaureate® International Maarif Schools 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.

1.II School Mission Statement

To become a pioneering educational institution nurturing internationally minded, lifelong learners who use their knowledge for the prosperity of humanity.

Assessment International Maarif Schools

The primary aim of assessment is to identify students' strengths and areas for development, supporting their learning process. It monitors progress and informs future planning for both groups and individuals, providing valuable insights to teachers, parents, curriculum developers, and relevant stakeholders. The assessment at International Maarif Schools cultivates a culture where failure is not an option. Students are provided with the environment and support to master the Knowledge and skills and the understanding of concepts and the development of approaches to learning.

2.I Rationale

Assessment is central to enhancing student learning, offering a framework for setting educational objectives and tracking progress. It should be done in collaboration with students and integrated into teaching strategies to address challenges and support growth. Effective assessment strengthens learning across the curriculum and improves teaching by:

- Enhancing teaching and student learning,
- Establishing a consistent, standardized system for monitoring learning,
- Coordinating assessment across the school to ensure a unified approach.

2.II Purpose

This document outlines the assessment and evaluation processes for teachers within our system, continually evolving to meet the needs of the International Maarif School IB PYP. It applies to K-8 education of Pak-Turk Maarif International Schools &Colleges and communicated to all teachers, students, parents, and administrators, aligning with our school's values to promote student engagement and excellence in learning and teaching.

The assessment policy is reviewed annually by the Education Department to incorporate feedback from the school community and ensure it remains aligned with Pak-Turk Maarif International Schools &Colleges policy, International Maarif Schools standards and the requirements of the IB Programme.

The document is aligned to Programme Standards and Practices.
Standard C4: Assessment

1. The school's assessment aligns with the IB assessment philosophy.
2. Assessment meets the requirements of the programme(s).

PYP Requirements
- Assessment is integral to planning, teaching, and learning.
- It addresses all essential elements of the programme.
- The school provides evidence of student learning over time across the curriculum.

3. The school communicates its assessment philosophy, policy, and procedures to the community.
4. A range of strategies and tools are used to assess student learning.
5. Students receive feedback to inform and improve their learning.
6. Systems for recording and reporting student progress are aligned with the programme's assessment philosophy.

PYP Requirements
- Student learning and development in relation to all IB learner profile attributes are assessed and reported.
- The school analyzes assessment data to inform teaching and learning.
- Student knowledge and understanding are assessed before new learning begins.

The School Principles and Practice

School performance is increasingly maintained by achieving learning outcomes, which require clear information to assess and improve student progress. Teaching, learning, and assessment are interdependent, with learning outcomes focused on knowledge, cognitive, personal, and academic skills. In International Maarif Schools IB PYP and Pak-Turk Maarif International Schools and Colleges, assessment is aligned with its purpose: formative assessment monitors continuous progress and informs teaching, while summative assessment evaluates learning at the end of a period. For transition, assessments gauge prior knowledge subject content and deeper conceptual understanding. This framework can guide the creation of rubrics, observations, learning activities, and assessment tasks. It emphasizes the need for students to engage equally with both surface-level and deep   knowledge to foster comprehensive understanding.

3.I Assessment and Evaluation Framework

- All assessments aim to enhance teaching and learning and to inform learning and teaching, it involves gathering and analyzing information about student progress.
- Simple, clear, and easy to use.
- Continuous, reliable, and aligned with the Pak-Turk Maarif International Schools &Colleges Programme of Study
- Informs planning and delivery of the curriculum.
- Helps students understand their next learning steps.
- Avoids unnecessary paperwork that doesn't support teaching and learning.
- Provides parents with accurate, reliable information about their child's progress.
- Ensures International Maarif Schools follows best practices.

The school employs a variety of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching, and learning, and practices are regularly reviewed to align with the standards of International Maarif Schools.

3.II Principles of Assessments

Validity is the overarching assessment principle. It concerns how assessment outcomes are interpreted and used. An assessment may be reliable and fair, but it may still be inappropriate to use it in a particular context. For example, a teacher may wish to identify pupils who need support in structuring their ideas in writing. To give the whole class a spelling test and use the results to identify the pupils who would benefit from additional support in organising their writing is not a valid use of the assessment. The spelling test may be a well- developed assessment with good measurement properties, but it is not valid for this purpose.

Equity involves two key aspects: the construct being assessed and the influence of prior experience. Students must be able to demonstrate their skills or knowledge without unrelated factors impacting performance. Access arrangements, such as enlarged print for visually impaired students, help level the playing field by minimizing irrelevant barriers. However, these accommodations may vary by subject; for instance, a reader may be appropriate in a reading test but not in a math test. Additionally, assessments must avoid content that unfairly advantages or disadvantages certain groups, ensuring equity for all students.

Reliability in assessment ensures that outcomes are consistent and not influenced by the assessor. Consistent administration and clear mark schemes ensure results are interpreted uniformly. Internal consistency refers to how well different parts of an assessment measure the same construct.

	Assessment for Learning	Assessment of Learning	Assessment as Learning
Purpose	To inform teaching and promote learning. (Also known as formative assessment)	To verify and report on learning progress. (Also known as summative assessment)	To support students in learning how to become self-regulated lifelong learners. (Part of the formative assessment process)
Types	Teacher- led	Unified	
Timing	It is conducted throughout the learning process	It is usually conducted at the end of a term, year level, or developmental stage.	It is conducted throughout the learning process.
Features	- Using pre-assessment data, teachers design opportunities for students to test and revise their models and support them in making connections between their previous and current perceptions. - The assessment produces evidence of student learning through continuously monitoring, documenting, and measuring. - Learning, and then analyzing assessment data, provides insights into students' understanding, knowledge, skills, and dispositions. - The assessment produces evidence of student learning through continuously monitoring, documenting, and measuring. - Learning, and then analyzing assessment data, provides insights into students' understanding, knowledge, skills, and dispositions.	- Limited student involvement - Quantitative data - Standardized assessment - Indication of skills and knowledge acquisition or mastery - Based on the teacher's assessment - Norm- or criteria-referenced	Students are active agents in their own learning by developing and using metacognitive strategies to: ❖ plan learning goals ❖ monitor goals ❖ reflect to modify learning and adjust learning

	- Quantitative and qualitative data - Written and oral artifacts - Observations and feedback - Questionnaires - Dialogues/conferences - Teacher and student involvement - Context-based - Informal - Indication of process - Indication of knowledge/skill - application		
Assessments at INTERNATIONAL MAARIF SCHOOLS	Formative Assessment is planned, implemented, and assessed by the teachers. It takes place inside the class. Pak-Turk Maarif Formative assessments tools are. - Course work - AFL strategies during the lessons - Observations and anecdotal notes - Project work - Students' class participation	**Assessment I and Assessment II in each Term** Assessment I is conducted in the middle of each term and Assessment II at the end of each term for Grades 3 to 8. These assessments are internal but unified for all the schools in the network. The assessment results are analysed against Program of Study objectives and the impact of students' learning and teaching standards are measured. The assessment results are shared with parents and other stakeholders. The consolidated quantitative data enables schools to support teachers and students who fall behind to achieve the targets.	Students are encouraged to set SMART (specific, measurable, attainable, relevant, and timed) goals across the curriculum. Student and teacher reflect through planning and reflection journals. **Self-assessment:** Tasks in which students actively reflect on their performance on assignments. **Peer and group assessment:** Tasks in which students actively evaluate each other's learning by providing feedback. These activities are done regularly for formative assessments and after summative assessments.

Assessments in Early Years and Primary Years

4.1 Aim: Assessment during the Early and Primary Years is integral to the learning and teaching process, serving as a vital tool for educators and parents alike. It enables them to gauge the child's progress, understand their needs, and make well-informed decisions to enhance learning outcomes.

4.II Purpose: Assessment is a fundamental component of the learning and teaching continuum. It involves tools and approaches that are appropriate and responsive to each child's individual needs, monitoring their learning and development. The aim is to ensure every child progresses consistently in their academic journey, ensuring no one is left behind.

"Assessment for learning is any assessment designed and practiced promoting students' learning. Such assessment becomes 'formative assessment' when the evidence is used to adapt teaching to meet learning needs." (Working Inside the Black Box, Phi Delta Kappan, Vol. 86 #1, page 10)

4.III Rationale: Assessment is a crucial stage of education. Assessing young children, particularly in the Early and Primary Years, is distinct from assessing older students. Assessment in the Early and Primary Years leads to improved understanding of children, which translates into enhanced curriculum implementation and teaching practices.

Assessment helps Early and Primary Years practitioners understand the learning of specific children or groups, enhance knowledge of child development, improve educational programs, ensure continuity across grades and settings, and access resources for children with specific needs.

To enhance teaching strategies or identify children needing further evaluation, evidence used to assess young children's characteristics and progress is derived from real-world classroom or family contexts consistent with their experiences.

The primary reasons for assessment (Shepard et al., 1998) are:

- Assessment to support learning,
- Assessment for identification of special needs,
- Assessment for program evaluation and monitoring trends, and
- Assessment for school accountability.

4.IV Objectives

- To establish a critical link between set learning targets (learning goals), teaching, and learning.
- To plan effective, differentiated learning, teaching, and intervention for young children.
- To ensure active learning in daily routines.
- To assist children in bridging the gap between their status and desired outcomes, milestones, or goals.

Designing assessment to inform learning and teaching

5.I Developing assessment capability to support learning through formative Assessment at Internation Maarif Schools

Formative assessment, which is one of the fundamental elements of the School and Classroom-Based Assessment (SCBA). Research emphasizes the positive impact of in-class assessment practices on students' learning. Among various in-class assessment practices, formative assessment stands out due to its strong contribution to the learning process and the quality of learning. In fact, formative assessment is the use of findings from the examination of the learning process to enhance the quality of learning (William, 2010).

Formative assessment is centred on improving each student's learning process in IB PYP; and it is not about assigning grades. Therefore, while there is no single definition for formative assessment, it can be described as a method used by teachers and students to enhance the achievement of intended goals by providing feedback to regulate ongoing learning and teaching processes (McManus, 2008). As implied by this definition, the focus of formative assessment is on increasing students' learning rather than merely evaluating what they have learned. Formative assessment isn't limited to creating exercises and tasks and providing feedback. It is an essential part of students' learning process and experience.

The International Maarif Schools to encourage teachers to contemplate the purposes of formative assessment and constructive feedback, to plan the inclusion of students in formative assessment activities, and to enhance their formative assessment capabilities through self-reflection on their practices. Because assessment for learning can be distinctly present in the following learning environments:

- Focusing on originality and depth in methods and content of assessment rather than memorization and repetition,
- Including well-prepared but limited-level determinative assessments in making important decisions for students,
- Incorporating activities and tasks that provide students with opportunities to demonstrate and improve their learning,
- Developing students' self-confidence and competencies before determinative assessment of levels,
- Being rich in systematic and constructive feedback,
- Being rich in regular and continuous unstructured (verbal, instant) feedback that informs students about their situation,
- Allowing students to take responsibility for their own learning and evaluating their own and peers' development regularly and continuously.

Formative Assessment contributes to students' learning, involving students in the feedback process (mutual involvement), establishing a shared understanding with students about the purpose of feedback, providing timely and constructive feedback in formative assessments activities, ensuring equity and equivalence in FA activities for students with different readiness levels, and focusing on student development rather than judge.

5.II What teachers do in the planning Assessments?

Teachers:
- Create an inclusive classroom environment.
- Design activities that are appropriate for the student level.
- Involve students in the process as much as possible and develop criteria that are specific to their needs.
- Enrich in-class discussions and analyses with effective questions.
- Allow students to become proficient in self and peer assessment.
- Create opportunities for timely and regular feedback that focuses on learning objectives and
- Cater to student developmental needs.

The above points are guiding in nature. They can be expanded based on factors such as classroom environment, student characteristics, teacher qualifications, and physical infrastructure. These points can vary from teacher to teacher and across different age groups. This way, each teacher can prepare a learning environment that is both suitable for Formative Assessments and tailored to their own circumstances.

Regardless of how well the Formative Assessments activity is planned or how many tools and methods are used, what matters in Formative Assessments implementation is how many students are actively engaged, thinking, learning, and evaluating their learning during the process (Clarke, 2012).

5.III What to Assess

Formative Assessment cannot be separated from the teaching process.
Formative assessment as the three fundamental questions that teachers and students need to ask to enhance learning more effectively:

Where am I going? (Defining Learning Objectives)
This question guides students to determine their learning objectives and set specific learning goals.

How am I going? (Assessing Progress)
This question prompts students to assess their current learning paths and strategies and make necessary adjustments.

What is my next goal? (Future Planning)
This question prompts students to reflect on their ongoing learning journey, set new objectives, and plan how to proceed.

Assessment at IB PYP is perceived as any task or process that provides students with feedback, about their learning, either backward or forward. Any activity performed by either the teacher or the student (self-assessment and peer assessment) to shape and modify learning and teaching activities can be considered within this scope. However, the crucial point here is that the teacher shapes their teaching based on the findings obtained, considering the needs and requirements of the students. A similar situation applies to students. Formative assessment is also related to students adapting and modifying their own learning processes and approaches based on both internal (self-assessment) and external (teacher, peer, etc.) feedback.

In other words, assessment involves using the information obtained through monitoring learning and interaction (both teacher assessment and self and peer assessment). As evident from the explanations of assessment, these practices also consider student differences, requiring differentiation in the learning process tailored to each student's characteristics. Four prominent elements stand out in formative assessment practices:

- Putting learning at the centre,
- Clearly defining learning objectives and indicators, guiding the formative assessment process,
- Utilizing various formative assessment methods,
- Providing appropriate feedback to students in line with these objectives

In the PYP, assessment typically follows a "backward by design" model (Wiggins and McTighe, 2005), where teachers first identify desired knowledge, conceptual understandings, and skills, then design assessments to measure these outcomes, and finally plan learning activities accordingly. However, a "forward by design" approach is also encouraged, which acknowledges unplanned learning, particularly in the development of "soft" skills, and invites students to demonstrate additional knowledge or abilities.

In inquiry-based learning, both processes are valuable. Combining backward and forward design ensures that knowledge, skills, conceptual understandings, and IB Learner Profile attributes are effectively monitored and supported.

The first of these four elements, which is putting learning at the centre, has already been emphasized in the provided definition of formative assessment. It is the fundamental element. The purpose of formative assessment is to strengthen each student's learning process. This should also be the teacher's goal in the classroom.

For the same learning outcome, the teacher should select the most suitable formative assessment method for their class. Formative assessment cannot be thought of without feedback (the fourth element). The very purpose of formative assessment necessitates feedback; this purpose is to shape the learning-teaching process by providing feedback to students before waiting until the end of the journey towards achieving the learning outcome.

Teachers consider the following when designing holistic assessments:

- What are the learning goals?
- How can students participate in assessment design?
- How can students engage in conversations about the IB Learner Profile?
- What evidence should be gathered and how?
- What tools or strategies will capture learning?
- How will the results be documented, shared, and used to inform future learning?
- How can students show evidence of additional learning?
- How will the assessment outcomes guide the learning community?

The school identifies key content to foster internationally minded students, then plans opportunities for students to develop knowledge, conceptual understanding, and self-regulatory learning skills. Teachers assess learning by asking:

- Are we evaluating the learning process or product?
- Is it to gauge prior knowledge or readiness for extension?
- Is it to check if learning is on track or to explore deeper understanding?
- Is it to extend learning or understand how connections are made?

Assessment criteria, shared with students at the inquiry's outset, should accommodate a range of knowledge, skills, and understandings. These criteria are revisited and adapted as the inquiry progresses.

In PYP, assessment involves monitoring and documenting the inquiry process, with a focus on:

- Depth and breadth of inquiry
- Integration of knowledge across subjects
- Application of conceptual understanding
- Development of learning approaches
- Independence and collaborative learning

This process emphasizes the connections students make and the skills they apply to create new knowledge.

5.IVHow to Assess

In the context of IB PYP assessments, a key concept is the use of criteria, which serve as benchmarks for measuring student performance. These criteria define the minimum competency level required for a student's knowledge, skills, or performance to be considered successful. For example, a criterion might state, "To demonstrate success in mathematics, students must achieve a particular level of understanding or skill." However, in Formative Assessment (FA), the focus shifts from scoring to providing constructive feedback, aiming to enhance student learning. While scores may be used, the emphasis is on identifying which skills, knowledge, and understandings align with each level of performance.

Assessment criteria in the PYP communicate the teacher's expectations to students, guiding their learning journey. The design of tasks, the nature of questions, and the feedback provided reflect what the teacher believes students can achieve. These expectations are crucial in motivating learners and shaping a positive academic environment. In PYP, these expectations align with the learning objectives outlined in the curriculum, which help frame student progress and development.

At International Maarif Schools, the assessment process integrates monitoring, documenting, measuring, and reporting on learning within the IB PYP framework. This comprehensive approach fosters a dynamic and responsive educational environment, centering on student growth and success.

The four dimensions of assessment

Monitoring learning

Assessment in Early Years and Primary Grades at International Maarif Schools provides critical information about a child's development and growth to teachers, parents, and school leaders. The IB PYP assessment philosophy emphasizes continuous monitoring, documentation, measurement, reporting, and adjustment of learning processes. The goal is to cultivate assessment capability throughout the school community. Students actively engage in assessing and reflecting on their learning journeys, using feedback from peers and teachers to guide their next steps. This involves developing and pursuing learning goals, fostering a dynamic and self-directed approach to learning and growth.

A balanced blend of assessment strategies is used to monitor children's progress and provide a reliable, valid, and accurate assessment of each child at the end of each term, academic session, and preschool. Documenting learning involves systematically collecting and organizing evidence of students' learning experiences and achievements over time. This documentation includes diverse forms of student work, such as assessment samples, projects, reflections, and collaborative activities.

By documenting learning outcomes, educators gain insights into individual students' progress and development, as well as broader classroom or school trends.

Assessment helps Early and Elementary Years practitioners understand the learning of specific children or groups, enhance knowledge of child development, improve educational programs, and ensure continuity across grades and settings, and access resources for children with specific needs.

To enhance teaching strategies or identify children needing further evaluation, evidence used to assess young children's characteristics and progress is derived from real-world classroom or family contexts consistent with their experiences.

The primary reasons for assessment (Shepard et al., 1998) are:
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- To ensure active learning in daily routines.
- To assist children in bridging the gap between their status and desired outcomes, milestones, or goals.

6.I Learning Environment for Assessment:

The school provides learning environments that balance fostering understanding and constructing meaning with acquiring knowledge and skills. Classrooms are vibrant and secure spaces where purposeful inquiry drives learning forward. Students are encouraged to strive for excellence and receive ample support from peers and dedicated teaching staff.

The school promotes international mindedness among both teachers and students, emphasizing respect, tolerance, and empathy towards individuals from diverse backgrounds, including different genders, nationalities, and levels of academic or linguistic proficiency.

International Maarif Schools learning environment, encouraged students to take ownership of their learning journey by demonstrating initiative, expressing interests and questions, and actively participating in decision-making processes. They are empowered to set and monitor their learning goals, making adjustments as necessary. Students engage in meaningful feedforward exchanges with peers and teachers, contributing to a collaborative and supportive atmosphere.

Within this framework, students assume responsibility for their learning outcomes, working collaboratively with teachers and classmates to plan, present, and assess their educational needs. Teachers play a vital role in this process by acknowledging and valuing students' contributions, actively listening to their perspectives, and responding thoughtfully. Emphasis is placed on fostering positive relationships, facilitating dialogue, and promoting mutual respect among all members of the learning community.

6.II Whole Child Assessment

A variety of assessment methods are employed to document a comprehensive picture of child development, aligned with a developmentally appropriate Programme of Study. Different assessments serve different purposes, and it is crucial to determine what needs to be measured before selecting the appropriate assessment programme.

6.II Learner Profile

The Whole Child Learner Profile outlines essential characteristics for learners to develop competence and global mindedness. The school fosters these attributes through collaborative planning, curriculum development, teaching, learning, and assessments. We primarily assess these traits through student self-reflection and goal-setting activities to promote awareness and growth.

Student reflections on the Learner Profile are documented in portfolios, assessments, classroom displays, hallway exhibits, and other student materials. Each unit of inquiry identifies specific Learner Profile attributes emphasized and developed throughout the learning engagements.

6.III Assessment Alignment

INTERNATIONAL MAARIF SCHOOLS Early and Primary Years utilize Programme-developed child assessment tools aligned with the school's philosophy and IB PYP Curriculum. Assessments are aligned with instructional goals and approaches.

Assessor Knowledge
The adult conducting the assessment has a pre-existing relationship with the child, ideally the designated teacher.
Authentic Assessment
Assessments take place in a child's normal setting, reflecting everyday relationships and experiences, conducted in familiar contexts such as the classroom.
Ongoing and Diverse Observations
Observations are made during various activities and are ongoing to fully capture a child's progress.

6.IV Assessment Cycle

Assessment is a cyclical process, allowing teachers and educators to adjust their Programme of Study to better serve children. The cycle includes:

- Instruct: Provide initial instruction.
- Observe: Observe children in various situations.
- Document and Reflect: Record observations promptly.
- Analyze and Evaluate: Study the data using assessment tools.
- Summarize, Plan, and Communicate: Inform about a child's specific needs and future curriculum.

6.V Instruct: Repeat the cycle based on findings.

This cyclical process ensures a dynamic and responsive approach to assessment that supports student-centered learning and growth.

Figure I: Planning For Learning Cycle

6.VI Tools of Assessment

6.VI.I   Monitoring the learning

Monitoring the learning is a vital tool for understanding a child's development and learning progress, particularly when achievements are independent of adult assistance. It provides insights into a child's knowledge and abilities, guiding teachers in offering tailored support.

Teachers:

- Determine the specific behaviours to monitor.
- Focus on a few children at a time.
- Record observations promptly using sticky notes or record sheets.
- Observe the child at different times and in varied settings.
- Collect baseline information at the start, monitor during, and assess growth at the end of a unit.

6.VI.II Techniques for Monitoring

- Longitudinal studies
- Target child observations
- Time and event samples
- Sociograms
- Movement and flow charts
- Bar charts, pie charts, and histograms
- Checklists
- Media recordings

Documenting Learning

Observations or monitoring learning are consistently documented in record sheets, displayed in designated areas, and maintained regularly with dates for each entry.

7.I Learning Objectives Checklist

Checklists ensure comprehensive coverage of developmental domains, aiding in planning and assessing individual progress. They guide teachers in tailoring experiences to children's abilities and interests and align activities with age-appropriate goals.

7.II Learning Portfolios

Portfolios document a child's learning journey, showcasing progress and achievements through artifacts like inquiry journey records, drawings, photos, performance tasks, and self/peer evaluations. They serve multiple purposes:
- Documenting the learning journey
- Encouraging reflection and metacognition
- Assessing learner profile attributes
- Facilitating communication and collaboration
- Supporting goal setting and planning
- Celebrating achievements

The portfolio in the IB Primary Years Programme (PYP) serves several important purposes:

Documentation of Learning Journey The portfolio acts as a comprehensive record of the student's learning journey, showcasing their progress, achievements, and growth over time.

Reflection and Metacognition: Students reflect on their learning experiences, strengths, and areas for growth, fostering self-awareness and metacognitive skills.

Learner Profile Assessment: Portfolios document students' development of attributes like being reflective, principled, and caring.

Communication and Collaboration: Portfolios enable dialogue between students, teachers, and parents about learning progress and goals.

Goal Setting: Students set goals, track progress, and plan future learning through their portfolios, encouraging ownership of learning.

Celebration of Achievement: Portfolios showcase students' successes and milestones, promoting pride in their accomplishments.

Creative Response Tasks: Students' express responses through writing, drawing, or other creative forms.

Authentic Challenge Evaluation: Students solve real-world problems using the GRASP model, incorporating various creative outputs.

Learner Reflections: At the end of each unit, students reflect on their learning progress.

Assessment Rubrics: Co-created rubrics provide clear criteria for rating student work.

Developmental Continuum: Visual representation of learning stages to track progress.

Peer and Self-Evaluation: Students evaluate their own and peers' work, fostering reflection and ownership of learning.

Measuring Learning

A teacher needs to make continuous decisions to support teaching. A qualified teacher is aware of the necessity to assess students' situations continually to conduct instruction effectively. For instructional decisions, it is crucial for the teacher to accurately identify the situation. As a result, for instance, a teacher may adjust student seating arrangements or groupings.

In-class evaluation refers to the collection of information/data, evaluation of the information, and its utilization by the teacher for making decisions aimed at supporting, guiding, and monitoring learning within the classroom. Regardless of when it takes place, clarifying the purpose of in-class evaluation is the first step. Questions like "Why are we doing this?", "What benefits will I gain in making my teaching more effective?", "What decisions will be supported or altered with the collected information?", and "Which outcomes or educational goals will be measured with the gathered information?" help define the purpose of evaluation. Traditionally, assessment and evaluation have been considered for determining students' learning achievements and assigning grades. However, there are other, more significant reasons as well. For instance, evaluation supports student progress, provides feedback, tracks student development, and/or motivates students. Therefore, this process should move beyond its conventional narrow scope and be applied more broadly.

8.I Analysing Learning

Formative assessment is more than just providing feedback; it's an essential part of the teaching-learning process. Effective formative assessment fosters interaction between teachers and students, aligning activities with learning outcomes. It requires continuous feedback to guide the next steps in learning, much like using navigation to stay on course. Without clear, timely, and constructive feedback, students can lose their way. Research shows that feedback must be non-judgmental, supportive, and linked to learning outcomes to enhance motivation and achievement. It should focus on the task, not the student, ensuring that feedback is constructive, process-oriented, and contributes to students' learning progress.

8.II Outcome Analysis

The first step in learning is to define clear learning outcomes, which serve as a foundation for planning, assessment, and evaluation. Formative assessment should align with these outcomes, focusing on guiding students toward them, rather than just measuring results. Effective use of Bloom's revised taxonomy helps structure these assessments, ensuring that students not only meet learning objectives but also are supported in their journey to achieve them.

8.III Inclusive Assessment

Inclusive assessment requires understanding the diverse needs of students across readiness, interests, and learning profiles. Teachers must recognize where students are starting from and adjust the learning journey to accommodate these differences. Formative assessment helps gauge students' readiness by identifying their background knowledge and skills, guiding tailored instruction.

Students' interests should be integrated into tasks, allowing them to express their learning in ways that align with their preferences, such as writing or visual arts. Learning profiles also matter—students can demonstrate their understanding through methods that suit their preferred learning style, like reports or presentations.

Special consideration is needed for disadvantaged students, ensuring that formative assessments support their unique needs. Inclusive practices focus on creating meaningful learning experiences for all students, particularly those requiring special education or facing financial or social challenges

Reporting Learning

9.I Reporting in the IB Primary Years Programme (PYP)

It involves the communication of students' progress, achievements, and areas for growth to various stakeholders, including students, parents, teachers, and administrators.
Reporting in the PYP is based on a comprehensive assessment of students' learning, which includes formative and summative assessments across different subject areas and transdisciplinary themes. International Maarif Schools will provide two reports to the parents.
The regular report card of International Maarif Schools. Students' progress reports is issued twice a year, at the end of Term I and the end of the academic year. Reports are official documents that will be read far beyond the home. Every term's overall assessment comprises coursework, Assessment I/II, project work, class participation, and attendance, all contributing to the end-of-term report. Grades are assigned for individual subjects as well as collectively. The Progress Report, summarizing students' performance, is provided to parents at the conclusion of each term.

9.II IB PYP Report

The school provides written reports that offer a comprehensive view of students' academic performance, social and emotional development, and progress in developing learner profile attributes and Approaches to Learning (ATL) skills. PYP reporting takes a holistic approach, assessing not only academic achievement but also personal growth, as well as social, thinking, research, communication, and self-management skills, along with student agency in learning. This well-rounded perspective ensures a deeper understanding of each student's progress. Additionally, students will receive both the regular assessment report and the IB PYP report at the end of each term.

Summative Assessment at PTMIS&C

For summative assessment, subjects' areas are classified as core and non-core.
The core and non-core divisions are based upon the number of teaching time given each week to each subject.

10.I Aim

Summative assessments are inseparable from the learning and teaching process; their prime purpose is to measure students' performance and progress.

10.II Purpose

The prime purpose of summative assessment is to:
- gauge students' learning, progress, and next steps through final or summative assessments.
- measure the effectiveness of teaching-learning.
- assess the level of students' knowledge and skills.
- identify areas to be improved in students and adopt suitable remedy measures and
- award JUDICIOUS grades to students in various competencies.

10.III Objectives

- To evaluate students' learning through a robust summative assessment system, to measure improvement in performance against learning outcomes and targets.
- To administer an Internal and Unified Assessment System which is robust, fair, consistent, and professional.

10.IV Summative Assessment: Assessment I and Assessment II

- Students' learning is evaluated through Assessment I and II, which are conducted at the end of transdisciplinary theme in IB PYP and the mid and end of each term for lower secondary grades.
- Summative assessments enable the evaluation of both student learning and the impact of teachers teaching at the end of a period.
- Summative assessments provide evidence of achievement against the learning intentions of the standards given in the Programme of Study. Summative assessments are used to inform teaching and learning in the subsequent subject area.
- These assessments are centrally unified up to grade 8. Assessments are prepared by the K-8 Academics Department at the Head Office.
- It is expected that all schools achieve the attainment targets provided in the Programme of Study document.
- The assessments are based on all the learned concepts during past grades and years including the current year.
- The term progress report is shared with parents by the end of each term.
- Assessment I, Assessment II, course work, project work, and general performance percentage contribute to the end of the year result.
- Students' overall standard of achievement is assessed through the class's highest and lowest percentage. Class positions are NOT given.
- All summative assessments are reported using the school's digital grade book and form part of the student's final grade.

10.V Rubrics

A rubric is an explicit set of criteria used for assessing a particular type of work or performance and provides more details than a single grade or mark. Rubrics, therefore, help teachers to grade more objectively. Typically designed as a grid-type structure, a grading rubric includes criteria, levels of performance, scores, and descriptors which become unique assessment tools for any given assignment.
At Patk Turk Maarif organization, some areas of learning are assessed through a set criterion of the rubrics, for examples general performance of some learning area are assessed through these rubrics.

10.VI Summative Assessment Synopsis

Improving student outcomes is the ultimate objective of Pak-Turk Maarif International Schools and Colleges, evaluation, and assessment.
At Pak-Turk Maarif combination of assessments, and strategies are systematically used to monitor student progress to impact learning and teaching.
Assessment comprises major components i.e., formal assessments, Coursework, Project work, and day-to-day students' participation in learning activities.
Students' learning is monitored in the Assessment I, and Assessment II of each term through:
Term Assessments: Two formal assessments (Assessment I and Assessment II) of 100 marks each, conducted in each term.
Coursework Assessment:
- Comprises oral, written, or practical work done by students in class during the term.
- Assessed continuously by teachers throughout the term.
- Reflects students' overall progress (50 marks per term).

Term Results

- Term I: Aggregate of coursework, Assessment I, project work, class participation, and attendance.
- Term II: Cumulative aggregate of entire year's performance, combining formal assessments and coursework from both terms.

Grading and Reporting

- Grades awarded in each subject and overall.
- Progress Reports shared with parents by the end of each term.

Percentage	Grades
90-100	A*
80 - 89	A
70 - 79	B
60 – 69	C
50 - 59	D
40 – 49	E
39 or less	U

Figure II: Percentages and Grades at PTMIS&C

10.VII Reporting

- Report cards are system generated from Cloud Campus/E Maarif PK and are signed and stamped by the School Principal.
- Comments should be specific where possible, for example: "Maryum is to be congratulated on winning the long jump in the Inter-House sports meeting"; "Jawaid's excellent wicket-keeping has contributed significantly to the success of his cricket team"; or "Shazia has made an excellent Head Girl, always leading by example".
- The Principal/Head must check all final copies, add a pertinent comment of his/her own and sign the report.
- Parents or deputed persons must sign for the report when it is collected from the school.
- Reports should not be handed over to parents if the student's school dues are not clear.
- Reports should be placed in an envelope with other items such as the newsletter and other school-relevant material.

Term I								
	Academic Performance			**General Performance**				
	Summative Assessment		**Formative Assessment**					
Subject Area	Assessment I	Assessment II	Course work	Class Participation	Regularity	Total	Percentage	Grade
Allocated Marks	100	100	50	25	25	300		
English (ENG01)								
Urdu (URDU01)								
Turkish Language (TUR 01)								
Mathematics (MATH01)								
General Science (GNSC 01)								
Computer Science (CST02)								
Social Studies (SST 01)								
History (HIST 01)								
Geography (GEO 01)								
Islamiyat (ISLA 01)								

Subject Area	Academic Performance				General Performance			Percentage		Final Percentage	Grade
	Summative Assessment		Formative Assessment								
	Assessment I	Assessment II	Course work	Final Project	Class Participation	Regularity	Total	Term I	Term II		
Allocated Marks	100	100	30	20	25	25	300				
English (ENG01)								50%	50%		
Urdu (URDU01)											
Turkish Language (TUR 01)											
Mathematics (MATH01)											
General Science (GNSC 01)											
Computer Science (CST02)											
Social Studies (SST 01)											
History (HIST 01)											
Geography (GEO 01)											
Islamiyat (ISLA 01)											

Term II

General Achievement Test Of PTMIS&C

The General Achievement Test (GAT) is a test of knowledge and skills taken by all Pak-Turk Maarif International Schools and Colleges students from Grade 4 to Grade 8 prior to completing their respective grade.

The General Achievement Test (GAT) is a test of knowledge and skills in these broad areas:

- mathematics, science, and Islamiat
- social sciences,
- written communication of languages English, Urdu, and Turkish

It consists of a creative writing test and 91-94 multiple choice questions on Languages, Mathematics, Science, Islamiyat, and Social Science. The GAT is to be completed in 150 minutes, though students are also given 15 minutes of reading time.

Although the GAT is not a part of the graduation requirements and does not count towards a student's results. However, GAT plays an important role in checking that a school's assessments and examinations have been accurately assessed. GAT Results Analysis report provides a breakdown of student scores by results.

For example, it displays

- how many students met each score point or percent correct,
- how many, students answered a certain number of items correctly and incorrectly, and
- how many students achieved each performance level of the set objectives.

It is ensured that GAT assessment tasks are aligned with the intended learning outcomes set for the students. The purpose of the assessment measure dictates the type of standard or benchmark against the students is measured. It is not uncommon for there to be a mismatch between the content taught in class and the material assessed on tests. This lack of coherence leads to a test that fails to provide evidence that can make valid judgments about students' progress.

Highlights

A table of specifications is developed for each area of the GAT assessment. It is a blueprint for an objective selected-response assessment. The purpose is to coordinate the assessment questions with the time spent on any content area, the objectives of the unit being taught, and the level of critical thinking required by the objectives.

Table of Specifications provided the test developers with evidence that a test has content validity, that it covers what should be covered.

References

- Programme standards and practices; International Baccalaureate Organization
- Use of Portfolio-based Learning and Assessment in Community-based Field Curriculum
- Valid and Reliable Assessment for All Children
  https://kaymbu.com/assessment.html
- Diagnostic Assessment in Education: Purpose, Strategies, Examples Diagnostic Assessment in Education: Purpose, Strategies, Examples (formpl.us)
- Diagnostic assessment Evidence insights Portfolio Assessment
  https://education.stateuniversity.com/pages/1769/Assessment-portfolio-assessment.html#google_vignette
- Use of Portfolio-based Learning and Assessment in Community-based Field Curriculum https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2784631/