



Özel Bilkent Primary, Middle and High School

ASSESSMENT POLICY

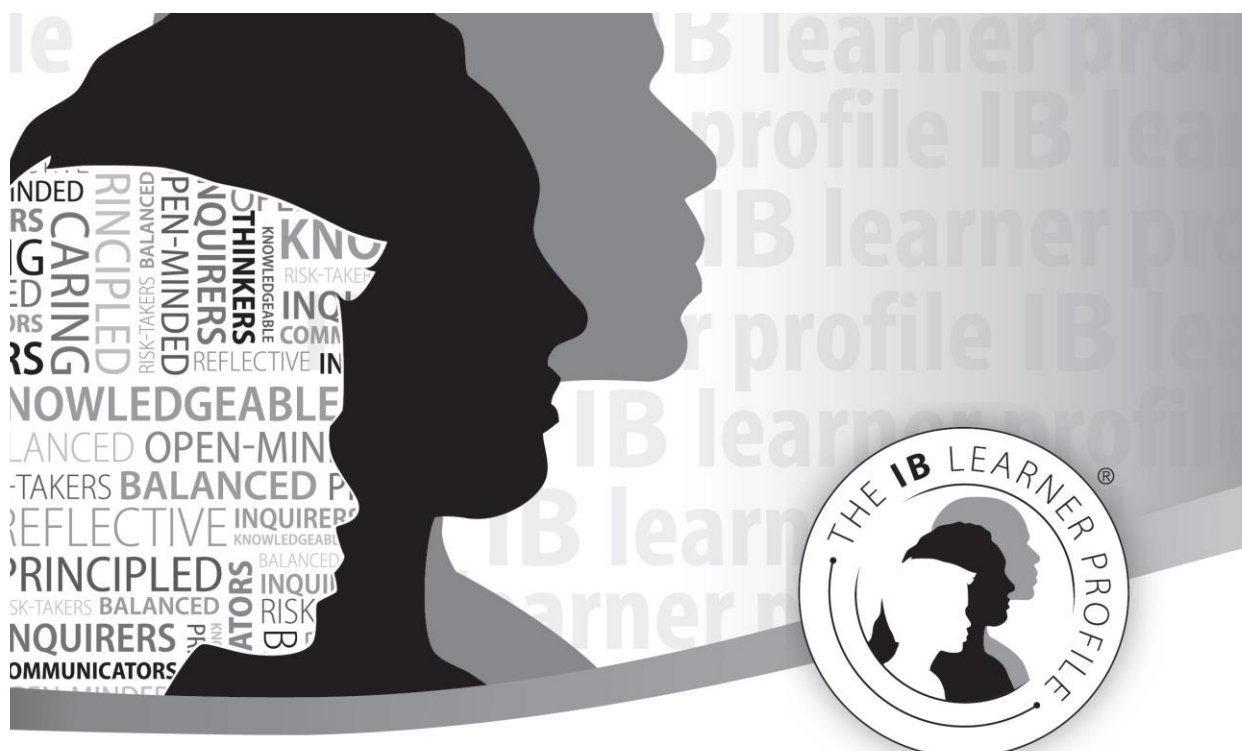
## **FOREWORD**

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were founded 25 years ago and, thanks to the support and feedback of our school community, over that time we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.



# 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.

## Contents

<b>1. Introduction .....</b>	<b>5</b>
<b>2. Development of the Assessment Policy .....</b>	<b>6</b>
<b>3. Assessment Criteria and Achievement Levels.....</b>	<b>6</b>
3.1. Assessment Strategies.....	7
3.2. Assessment Tools .....	8
3.3. Assessment Cycle .....	9
<b>4. Administration .....</b>	<b>10</b>
<b>5. Determining Achievement Levels and Grades .....</b>	<b>10</b>
5.1. MYP Assessment Indicators .....	11
5.2. DP Assessment Indicators .....	12
5.3. MEB Assessment Indicators.....	13
<b>6. Recording and Reporting Student Achievement .....</b>	<b>14</b>
<b>APPENDICIES.....</b>	<b>16</b>
Appendix A: DEK Guide.....	16

## 1. Introduction

IB philosophy is an integral part of the teaching, learning, and assessment process across the three Özel Bilkent Schools. Subject group members collaboratively create tasks and task specific clarifications based on the subject criteria that are defined in the IB Subject Guides. Assessment systematically measures a student's learning by using a variety of *valid, reliable, authentic, and appropriate* tools and tasks based on standardised criteria. All tasks and criteria are introduced and discussed with students before they start working on the assigned task.

### MYP & DP SUBJECT GROUPS

There are eight subject groups (See Table 1) that are defined by the IB Middle Years Programme (MYP) and 6 subject groups (Table 2) defined by the IB Diploma Programme. Each subject group has specific learning objectives that align with subject criteria for MYP Years 1-5 and DP Years 1-2.

**Table 1.**  
MYP Subject Groups

<b>Language and literature</b>
<b>Language acquisition</b>
<b>Sciences</b>
<b>Mathematics</b>
<b>Individuals and societies</b>
<b>Arts</b>
<b>Physical and health education</b>
<b>Design</b>

**Table 2.**  
DP Subject Groups

<b>Literature and Language &amp; Literature</b>
<b>Language acquisition</b>
<b>Sciences</b>
<b>Mathematics</b>
<b>Individuals and societies</b>
<b>Arts</b>

In Turkey, Middle School consists of four-years of education upon completion of Primary School. Bilkent High School has been offering IB DP since 2008 and Bilkent Primary School has been offering IB PYP since 2012, both as authorised IB World Schools. In order to align all three programmes (PYP, MYP, DP) with the Turkish National Education system, the Middle Years Programme is offering the traditional five-year Middle Years Programme as a six-year programme. Upon graduating from PYP in Grade 4 all students start the MYP in Grade 5. Although Grade 5 is seen as a transition from PYP to MYP, all requirements of MYP are met starting from this point. MYP years 4 and 5 are completed in the first two years of high school during grades 9 and 10. The IB Diploma Programme is offered in grades 11 and 12.

## 2. Development of the Assessment Policy

The assessment policy was first developed with a steering committee that consisted of representatives from each middle year's subject group, Curriculum Coordinator, and the MYP Coordinator. This policy was finalised with the inclusion of DP subject teachers and the DP Coordinator. Before the committee started developing the assessment policy, the committee:

- a. Analysed the related IB documents to find out the expectations for the schools' assessment policy
- b. Analysed PYP, MYP, and DP assessment policies to better create a link between the three IB programmes
- c. Had regular meetings to conduct a feasibility study in order to find out what the needs of the school are in terms of assessment

After creating the Draft version of this Assessment Policy (April 2017), the committee was able to modify the policy based on the feedback from the school's MYP consultant. The steering committee continued to meet on a regular basis and revised the policy. A DP steering committee then made necessary additions. The policy was communicated to the school community through the school's website and meetings were arranged with parents to communicate the policy.

## 3. Assessment Criteria and Achievement Levels

In order to ensure the alignment of assessment with IB requirements, all teachers from the Özel Bilkent Schools are responsible for: using the IB subject group assessment rubrics that are provided in the most recent Subject Guides.

- Developing and implementing assessment tasks collaboratively with reference to both relevant IB guides and subject group overviews.
- Assessing all strands of all **four** criteria at least **two times** in an academic year for MYP.
- Making assessment criteria available to students and parents.
- Writing assessment tasks and rubrics using student-friendly language.
- Being knowledgeable about the IB command terms and using them in rubrics.
- Subject teachers standardising to set the expectations for achievement, compare grading practices, and agree on a common level for each summative task.

### 3.1. Assessment Strategies

Özel Bilkent School's philosophy and assessment policy align with our values, and with the philosophy of the International Baccalaureate. We believe that the student should be central in all kinds of assessment. Assessment at Bilkent Schools is constructivist in its approach and requires students to use high order thinking skills such as application, analysis, synthesis and evaluation rather than only demonstrating knowledge through multiple choice/short answer questions.

Differentiation is also an assessment strategy, which we believe in at Özel Bilkent School. Through differentiation students are given an opportunity to participate in determining what they learn, how they learn, and how they show what they have learnt.

Each unit includes a variety of Approaches to Teaching and Learning (ATL) skills that are evaluated informally (not graded) throughout all units. Students are given ongoing feedback about the development of their ATL skills. Each unit also includes formal assessment (graded) of content, subject-based skills and attitudes through formative and summative assessments.

**Pre-assessment:** The purpose of pre-assessment is to determine students' prior knowledge to explore what students have learned and to identify what they need to know. During this stage of assessment, teachers can use a variety of techniques to encourage students to retrieve and use their prior knowledge. These strategies may include brainstorming, mind maps, anecdotes, concept maps, writing inquiry questions, wonder walls, etc.. Pre-assessment provides opportunities for teachers to build on students' existing knowledge and understanding and to identify in post-assessment how far each student has come.

**Formative Assessment:** Formative assessment is an important feature of teaching and learning in all IB programmes and it is vital to the learning process. The purpose of formative assessment is to check students' understanding, to provide students with regular constructive feedback and with opportunities for refining their ideas and work, and to integrate student needs and interest that arise during the learning process into future planning. Formative assessment is an ongoing process that provides students with the support and scaffolding necessary to be successful in their summative assessment tasks. Each formative assessment task includes clearly written task prompt and task-specific criteria both of which are made available, and clear to the students before they are assessed.

**Summative Assessment:** Summative assessment tasks measure students' overall achievement level from the beginning of a unit until the end. For all summative assessment tasks, subject specific criteria are used from related IB Subject Guides. Summative assessment criteria include Task

Specific Clarifications, which are designed by, and commonly agreed upon, by all teachers using the same assessment task. DP teachers assign assessment tasks according to the units taught from each specific subject.

**MYP E-Assessment:** External assessment (e-assessment) is an optional feature of the IB MYP. At Özel Bilkent Middle School students will be offered the chance to take part in e-assessment in MYP Year 5. For more information regarding e-assessment please visit this [webpage](#).

### 3.2. Assessment Tools

A variety of assessments tools are used to evaluate student achievement and to provide student with feedback about their performance. The feedback provided using assessment aims is to improve learning. Teachers are encouraged to use assessment tasks that are constructivist in nature and should design authentic assessment tasks and tools that provide opportunities for students to apply their knowledge and skills to real-life situations. Such assessment tools may include, but not limited to:

- Rubrics
- Self-assessment
- Peer-assessment
- Checklists
- Critical Thinking Activities
- Discussions / Interviews
- Written assignments
- Written exams
- Presentations / Journals
- Teachers' notes
- Open-ended questions
- Projects in different subjects and at different grades
- Community Project (Grade 8)
- Personal Project (Grade 10)
- DP Internal / External Assessments (Grade 11 and 12)
- Group 4 Project (Grade 11)
- Extended Essay (Grade 12)
- Projects
- Laboratory Tasks / Experiments
- Quizzes
- Student Production, such as posters, diagrams, observations, note taking, pieces of art, etc.

Özel Bilkent Schools see assessment as a learning tool which encourages students and teachers to be reflective about the learning taking place.



### 3.3. Assessment Cycle

There are common practices that teachers follow throughout the assessment cycle to ensure collaboration, standardisation, and validity.

**Preparation:** MYP formative as well as summative assessment tasks are prepared collaboratively, whenever possible, with all teachers in a subject level. Task prompts are prepared for each assessed task as well as Task Specific Clarifications of the MYP criteria being assessed. All assessment tasks are prepared with the MYP 8-band criteria and objectives in mind.

DP formative and summative assessment tasks are prepared collaboratively with all teachers from a department. Task specific clarifications are prepared for each assessed task with internal / external assessment objectives and corresponding assessment criteria in mind.

In the case of exams, local Ministry of Education regulations stipulate that no exam should exceed 40 minutes (1 class period). MYP formative assessment tasks or summative assessment tasks which are not exams do not have any specified time constraints. Most DP exams are 80 minutes as lessons are usually blocked with two times 40 minutes. In grade 12 IB however, a mock exam week is given to students to replicate the May examination session where similar exam times apply according to the actual IB examination, for example 1 hour 30 minutes for SL or 2 hours 15 minutes for HL.

The printing and distribution of Formative Tasks is the domain of the instructor. Summative assessment tasks depending on their nature may be printed and distributed by the instructor or, in the case of exams, may be centrally printed and packaged by the school's Administrative Assistant. In the case of exams, a master copy should be submitted to the Administrative Assistant one week prior to the exam.

Separate formative and summative assessment tasks are prepared for any SEN students in accordance with their annual curriculum and abilities.

## **4. Administration**

Prior to any assessed formative or summative tasks, both a task prompt and the task specific clarification of the assessed IB criteria are shared with students. These documents should also be made available to parents via class Moodle pages or on ManageBac for grades 11 and 12 IB.

In the case of exams, middle school invigilation is centrally arranged by the school Administration and high school invigilation is organised by subject teachers or in the case of IB exams, by the IBDP Coordinator. Exam packs are collected and returned to the Administration office.

During the administration of exams, students are seated individually in rows and invigilators closely monitor the exam. In some cases, dictionaries or other books, Data Booklets, and / or TI calculators may be allowed. Any special allowances or regulations will be communicated to both students and parents via online systems, such as academic system, moodle, or ManageBac prior to the assessment. For MYP, all assessed formative and summative tasks are to be completed in the classroom / school to ensure that the work is that of the student. For DP, assessed formative and summative tasks can be completed in school or at home according to directions of the subject teacher. All summative assessment tasks are individual in nature for both MYP and DP.

Provisions are made for any SEN students in accordance with special needs and may include doing the task in a separate room, having extra time allotted for completing the task, the aid of technology, or human assistance.

## **5. Determining Achievement Levels and Grades**

Prior to the evaluation of summative assessment tasks, teachers at that subject / level meet to standardise their expectations and to discuss any issues that may have occurred during the assessment. Several sample tasks are collectively evaluated and answer keys (if applicable) are finalised.

Whenever possible, summative assessment tasks are double-marked. For MYP years 0-3, packs are first graded by another teacher at that subject / level and are then second graded by the class teacher. For MYP years 4 - 5 and DP subjects, each subject teacher grades their own summative assessment and is then graded by a second teacher of the same subject. The best fit method is used by all markers to determine the most appropriate assessment level of the task; assessment criteria 1-8 is used for MYP and assessment criteria for each DP subject group is either prepared by the teacher and / or IB assessment criteria used for internal / external assessment purposes.

After a task has been placed into the appropriate assessment criteria band, either for MYP or DP, a percentile grade may be calculated and if necessary is contributed to local Ministry of Education requirements.

### 5.1. MYP Assessment Indicators

MYP offers a framework of assessment for all subject groups. Assessment levels and / or grades are indicated for each task specific clarification of the criteria. Teachers also complete a Teacher Reflection of the student's performance. At the end of each academic year, achievement levels are calculated for each subject group's criteria (A-D) using the Best Fit approach.

<b>Criteria A</b>	<b>Analyzing (1-8)</b>	<b>7</b>
<b>Criteria B</b>	<b>Organizing (1-8)</b>	<b>6</b>
<b>Criteria C</b>	<b>Producing text (1-8)</b>	<b>8</b>
<b>Criteria D</b>	<b>Using language (1-8)</b>	<b>5</b>
<b>Overall grade(1-7)</b>		<b>6</b>

**Fig 1: Example of one subject's achievement levels by criteria**

A final grade (1-7) is then awarded to indicate the overall achievement level of the student for the year in each subject using the IB MYP Final Grade Boundaries. Final grades are determined by calculating the sum of the 4 criteria (A-D) grades in each subject group.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1-6	6-9	10-14	15-18	19-23	24-27	28-32

**Fig. 2: IB MYP Final Grade Boundaries**

Aside from formative and summative assessed tasks, there are additional grades which will contribute to Ministry of Education Report Cards. These include participation in class and in out-of-class activities (DEK grades) and Ministry of Education external exams.

There are 3 different DEK grades, which include;

- Academic engagement
- Performance
- Intellectual Engagement

Each of these three areas is awarded a grade out of one hundred by each subject group. DEK grades are based on extensive record keeping by teachers. All teachers across Özel Bilkent Middle School follow the DEK manual (See Appendix).

## 5.2. DP Assessment Indicators

There are many assessment tasks required within the diploma programme; all main course subjects, theory of knowledge, and the extended essay. Each DP subject has its own assessment criteria and descriptors to provide a best-fit grade. DP subject teachers use IB subject specific assessment criteria whenever needed for both formative and summative assessments.

Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

Fig. 3: Example of internal assessment criteria for Group 4 subjects

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1	<p><b>The evidence of personal engagement with the exploration is limited with little independent thinking, initiative or creativity.</b></p> <p>The justification given for choosing the research question and/or the topic under investigation does not demonstrate <b>personal significance, interest or curiosity</b>.</p> <p>There is little evidence of <b>personal input and initiative</b> in the designing, implementation or presentation of the investigation.</p>
2	<p><b>The evidence of personal engagement with the exploration is clear with significant independent thinking, initiative or creativity.</b></p> <p>The justification given for choosing the research question and/or the topic under investigation demonstrates <b>personal significance, interest or curiosity</b>.</p> <p>There is evidence of <b>personal input and initiative</b> in the designing, implementation or presentation of the investigation.</p>

Fig. 4: Example of Personal Engagement descriptors

Aside from formative and summative assessed tasks, there are additional grades which will contribute to Ministry of Education Report Cards. These requirements consist of a performance assignment task (may or may not be linked to internal assessment, but include a short-term project, laboratory experiment report etc) and a performance grade (includes in-class participation, weekly homework, quizzes etc), along with a summative exam.

11 IB SL-HL								
1. SEMESTER				2. SEMESTER				
Formative Assessment		Summative Assessment		Formative Assessment		Summative Assessment		TERM PROJECT
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	
Lesson Material %10	Group 4 Project %25	FIRST EXAM %100	SECOND EXAM %100	Lesson Material %10	Group 4 Project %75	FIRST EXAM %100	SECOND EXAM %100	Extended Essay %100
Homework %20	Internal Assessment %75			Homework %20	Internal Assessment %25			
Quiz %30				Quiz %30				
Lab Report %40				Lab Report %40				

**Fig. 5: Example Grade 11 Group 4 Assessment Table**

12 IB SL-HL								
1. SEMESTER				2. SEMESTER				
Formative Assessment		Summative Assessment		Formative Assessment		Summative Assessment		TERM PROJECT
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	
Homework %30	Internal Assessment %100	FIRST EXAM %100	SECOND EXAM %100	Homework %50	Homework %50	FIRST EXAM %100	SECOND EXAM %100	Extended Essay %100
Quiz %30				Quiz %50	Quiz %50			
Lab Report %40								

**Fig. 6: Example Grade 12 Group 4 Assessment Table**

### 5.3. MEB Assessment Indicators

The MEB assessment tasks include a performance task, participation grade, and exam grade for all main course subjects. Each MEB subject has its own assessment criteria and descriptors to provide a best-fit grade. MEB subject teachers use subject specific assessment criteria whenever needed for both formative and summative assessments.

GRADES 11 - 12								
1. SEMESTER				2. SEMESTER				
Formative Assessment		Summative Assessment		Formative Assessment		Summative Assessment		
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	TERM PROJECT
Lesson materials 10%	Performance Experiment %100	I.EXAM %100	II.EXAM %100	Lesson materials 10%	Performance Experiment %100	I.EXAM %100	II.EXAM %100	%100
Homework 20%	Summative Assessment 20%			Homework 20%	Summative Assessment 20%			
Quizzes 20%				Quizzes 20%				
Lab Reports 20%				Lab Reports 20%				
Formative Assessment 20%				Formative Assessment 20%				

**Fig. 7: Example Grade 11 and 12 MEB Assessment Table**

## 6. Recording and Reporting Student Achievement

The Özel Bilkent Schools meet both IB and MEB requirements for recording and reporting student achievement. MYP achievement levels are recorded on each assessed task along with teacher and student reflections, and DP progress reports are recorded by all subject teachers and reported to the DP Coordinator and Administration.

MYP teachers are responsible for recording / reporting the assessment levels of any assessed task on a regular basis. Teachers report the assessment level of tasks:

- to students in the classroom;
- to parents via the online academic reporting system;
- in MEB report cards twice a year;
- in a MYP Progress Report at the end of each academic year.

MYP Progress Reports include both assessment levels and teacher comments for each subject as well as grades and comments for any interdisciplinary units the student may have taken part in. Additionally, teachers will report on the Approaches to Learning (ATLs) students focused on over the academic year in each subject group through an ATL chart. ATL charts are supported by teacher comments as well as advice for improvement, where applicable. It is important to note that ATLs are not graded, but the use of these skills will contribute to the success of any assessed tasks students do.

DP teachers are responsible for recording / reporting formative and summative assessments of any assessed task on a regular basis. Teachers report grades:

- to students in the classroom;
- to parents via the E-school system;
- in MEB report cards twice a year.

Ministry of Education Report Cards are prepared following the Turkish Ministry of Education (MEB) requirements for reporting student achievement. Teachers report grades through the national online academic system (E-Okul) as well as through MEB report cards, which are given twice a year. MEB report cards include grades for each subject (exams, quizzes, project, and other assessed tasks) and general comments from the classroom teacher. MEB reports also include behavior grades and assessment of students' participation in lessons and activities (DEK / participation grades).

## APPENDICIES

### Appendix A: DEK Guide

**Background:** DEK is an acronym that stands for “Participation in Lessons and Activities” in Turkish. DEK assessment is a requirement of the MoNE (Ministry of National Education) and covers 50% of each semester’s grade. For this reason DEK criteria have been developed by the department/school to standardize the way DEK grades are awarded across the Middle School and provide opportunities for students to reflect on their own thinking.

**Introduction:** DEK assessment in our school is viewed as a learning opportunity both for students and teachers. Through DEK assessment we aim to:

- Encourage students to think about their own thinking (metacognition)
- Reflect on the impact of their experiences on their own learning and others’
- Provide opportunities for students to improve their learning and skills by drawing and following action plans
- Practice self-regulation skills by drawing and following action plans

DEK criteria include three sections: DEK 1, DEK 2, and DEK 3. DEK 1 and 2 includes standardized items which are valid for all subjects and grade levels

- DEK 1 – Academic Engagement, which includes behavior and attitude to learning grades
- DEK 2 – Performance, which includes assessed and unassessed formative assessment grades
- DEK 3 – Intellectual Engagement, which includes participation and contribution grades as determined by both teachers and students DEK 3 includes intellectual engagement and students’ contribution to their own learning and that of others. DEK 3 can vary according to subject group and grade level. In the 3<sup>rd</sup> section of DEK criteria, the statements should involve two aspects: the impact of students’ actions on their own learning and the impact of students’ action on others’ learning. These two aspects of learning should be integrated in DEK 3 by all subjects in all grade levels.

Each of these DEK grades is calculated as a percentage and then, an average of the summative assessment grades and DEK grades is awarded as a final semester grade. DEK grades are assigned 2 or 3 times a year depending on the allocated teaching periods; once at the end of the first semester, and once or twice during the second semester.



**The importance of keeping records for DEK assessment:** As the assessment of DEK 1 and 2 is based on the observed actions of students (e.g. come to the class prepared, come to class on time etc.) all teachers are encouraged to keep their own records of students' actions. Each subject group or each teacher can decide on their own way of keeping records of actions. However, it is important to keep the records until the end of the academic year and standardization of the final grade may be necessary if two or more teachers teach the same group of students for the same subject. Then, before assigning the final grade for DEK 1, 2, 3 the teachers who teach the same group of students the same subject group come together and agree on the grade that they think would reflect the students' performances the best.

**Grading DEK 1, 2, and 3:** DEK 1 grades should be awarded based on teachers' daily records of preparedness, punctuality and attitude to learning. As grades need to be substantiated, it is essential that teachers keep detailed daily records.

DEK 2 grades are the average of formative assessment tasks and homework submission records. All grades as well as homework submission data need to be entered on a regular basis into the school messaging system. The homework submission grade is determined by taking the average of submitted to assigned homework tasks.

DEK 3 grades are comprised of both teacher assessment and student self-assessment of intellectual engagement. DEK 3 assessment grades are negotiable based on discussion. If student and teacher grades differ substantially, teachers should meet with students to discuss the differences; however, grades may or may not change as an outcome of these meetings.

**Introducing the DEK to students and parents:** Each subject should introduce the DEK to students and parents at the beginning of the year. The DEK criteria together with a brief explanation of how it will be used to assess the students' participation in lessons and activities should be announced to the parents clearly. This action can be fulfilled through Moodle, school's parent messaging system and/or during parent meetings. Responding to parents' questions and keeping records of the communication attach importance for the implementation of the process.

As in all student assessment, criteria should be shared and discussed with students prior to being used. Having students' voice in constructing DEK 3 will likely to help students build sense of ownership. This also aligns with our beliefs on constructivism and learner centeredness. Prior to discussing DEK 3 with students, each subject group (teacher/s) is expected to come up with their own DEK 3 criteria which includes aspects of metacognition and interdependence. Then based on the discussion with students each subject group should come to a mutual outcome in terms of a list

of criteria to be assessed during the course of the academic year. The teacher/s teaching the same subject group at the same grade level should standardize the criteria based on their and students' learning expectations.

**Drawing and following actions based on DEK 3:** Based on students' and teachers' reflection on students' DEK 3 criteria, teachers arrange short conferences with the students whose DEK 3 self and teacher assessment shows discrepancy to a larger extent. The discrepancy aspect is subjective to the specific grade level and learning expectations. Therefore, it is up to the teacher/s to decide whether drawing further actions can help students improve their learning or not.

It is important that students and teachers come to an agreement on the final assessment of DEK. If there is an action taken by the student, teacher should observe, record, and discuss any actions taken by the student to improve their learning.

**Conclusion:** Keeping regular and systematic records of learning and participation will provide teachers the evidence needed to assess the DEK criteria regardless of subject group. Besides, making DEK criteria visible and accessible for students at all times and for parents will likely to help us build a culture of metacognition and reflection across our schools as well as meet the MoNE's (Ministry of National Education) requirement in a more constructivist approach.