

Investigation of the assessment system in primary schools in Turkey and Syria (A comparative study)

Omer Abdullah Haraki

Institute of Educational Sciences || Ataturk University || Turkey

Abstract: The study aimed to compare assessment systems at the primary level in Turkey and Syria. In this study, the descriptive method was used in investigating and comparing the data, and the study sample was identified in two countries, namely Syria and Turkey, based on the target sample from the Middle East. The results of the study presented many similarities and differences between the educational assessment system in the countries concerned with the study; the educational assessment system of in Turkey is based on the alternative assessment system. In addition, teachers in the classroom apply various measurement methods. The study noticed that the assessment is intense and sequential. Despite this, there are some gaps in tracking modern assessment and measurement systems and the flexibility in their application. For Syria is based on continuous assessment. Despite the Ministry of Education's recommendation to follow modern measurement methods in the education process, many teachers still follow traditional measurement methods. One of the reasons for this is that the teacher does not pay enough attention and his salary is low. Also, we find a similarity between the assessment policy in Syria and Turkey, in terms of reducing written exams and focusing on performance assessment. In terms of the assessment process, there is a difference as well, but in terms of the strategies and tools used in the assessment, there is almost similarity. In terms of the scoring method, there is also a difference.

Keywords: Assessment system, Primary School, Comparative Study.

مراجعة نظام التقييم في المدارس الابتدائية في كل من تركيا وسوريا (دراسة مقارنة)⁽¹⁾

عمر عبد الله الحراكي

معهد العلوم التربوية || جامعة اتاتورك || تركيا

المستخلص: هدفت الدراسة إلى مقارنة نظام التقييم التعليمي في المدارس الابتدائية في كل من تركيا وسوريا؛ وتم استخدام المنهج الوصفي التحليلي المقارن، كما تم اعتماد العينة القصدية في استهداف وتحديد بلدي البحث الواقعيين في الشرق الأوسط؛ بناءً على الظروف الراهنة لتداخلات الحالة التعليمية في كل من تركيا وسوريا نتيجة أزمة اللجوء. وقد بينت نتائج الدراسة وجود العديد من الاختلافات والتشابهات في عملية التقييم المتبعة في كل من سوريا وتركيا في المدرسة الابتدائية؛ وبناءً عليه فإن نظام التقييم في المدرسة الابتدائية في تركيا يتبع المنهج البديل، كما أن المعلمين يتبعون أساليب متنوعة إلى حد ما في قياس قدرات التلاميذ التعليمية. وبالرغم من ذلك هناك بعض الفجوات في تتبع أنظمة التقييم والقياس الحديثة والمرونة في تطبيقها. من ناحية أخرى فإن نظام التقييم المتبع في المدارس الابتدائية في سوريا يتبع المنهج المستمر أيضاً، وعلى الرغم من تركيز وزارة التربية على تنوع أساليب التقييم والقياس في التعليم والنص عليها في الكتب المدرسية الرسمية، إلا أن بقاء تطبيق عمليات التقييم والقياس مرهونة بيد المعلمين والبيئة الداعمة لهم، حيث يلاحظ الكثير من أسباب عزوف المعلمين عن تطبيق أساليب التقييم والقياس الحديثة نتيجةً لنقص الدعم المادي والمعنوي لهم، وقلة

(1) بحث مستل من رسالة دكتوراه.

الدورات التدريبية والمتابعة المستمرة لهم. كما نجد تشابهاً بين سياسة التقييم في سوريا وتركيا، من حيث تقليص الامتحانات التحريرية والتركيز على تقييم الأداء. فيما يتعلق بعملية التقييم، كما أن هناك فروقا بين النظامين؛ ولكن من حيث الاستراتيجيات والأدوات المستخدمة في التقييم، وهناك تشابهاً إلى حد ما. من حيث طريقة وضع درجات الطلاب.

الكلمات المفتاحية: نظام التقييم، المدرسة الابتدائية، دراسة مقارنة.

1- Background.

When talking about school, educational assessment should not be overlooked, which is one of the many tasks that the teacher must undertake in to monitor and evaluate his students regularly. The fact that the teacher knows the progress of the students and their success in the educational process is effective on the success of the students. Assessment in the field of education is important because it is the starting point of the weaknesses and strengths of education and the necessary improvements. Education and educational assessment; Evaluating students' performances, determining their ability to use methods and tools, and enabling them to know their abilities and individual differences are important (Khawla, 2015).

Teaching is defined as the process of determining the actual achievement of educational goals. It is also defined as "judging what we have achieved in terms of education, identifying weaknesses, reaching targets with higher accuracy" (Dossary, 2005). Measurement is the measurement of quantitative information and observations related to the phenomenon in question using tools such as tests, observation cards and trend measures. Statistically speaking, measurement is expressed as a quantitative estimation of objects or levels (Al Aghbari, 2006). Çetin's (2018) research comparatively discussed the scope of social studies courses in primary and secondary schools in Turkey and Saudi Arabia, the aims of the curriculum, the duration of the courses, and the methods used in assessment and measurement. In the Byers (2018) study, students' learning experiences, motivations, participation and academic achievements were collected and evaluated throughout an academic year. Yüceer and Keskin's (2012) Danish Ministry of Education documents, software and researchers' notes were considered as primary sources.

In the study, an assessment was made on the Danish Assessment Institute (EVA), an independent body affiliated with the Ministry of Education. Harmond and McCloskey's (2008) study aims to make a comparison between the education assessment system in the United States within the scope of primary schools and the education assessment systems of countries such as Finland, Hong Kong, Sweden, Australia and the United Kingdom. For this, the researchers benefited from the descriptive- analytical approach. As a result of the study, the standards, curricula and assessment drafts of these countries that have achieved high success in education assessment; Appeared to differ greatly from tests and standards in the United States. Scoring in tests in the United States is often done by machines, and there is little room for teachers to participate in the assessment process. In the study of Erman (2016), the education systems of Germany, Turkey and Kyrgyzstan were evaluated in terms of their similarities and differences.

2- Theoretical framework and Previous studies.

Assessment is the process of using data from measurements to make judgments about phenomena. To take the assessment of the student's success as an example, it is the process of making a judgment about what the student knows and performance based on an appropriate test to measure success.

To distinguish between assessment and measurement, it is helpful to examine the following example: The teacher uses the test he has done as a comparison tool and obtains a quantitative explanation or numerical expression with the notes. The assessment process is realized when the teacher transforms the data contained herein into coding such as weak, good, very good or excellent. If it recommends better outcomes to correct weaknesses or avoid shortcomings, this is called assessment. The results of the study titled "The Relationship of Educational Assessment Methods with the Academic Achievement of Primary School Students from the Perspective of Teachers" by Khawla (2015) are as follows: In terms of teachers, there is a relationship between the academic achievement of primary school students and objective tests. From the teachers' point of view, there is also a relationship between composition exams and the academic success of primary school students, and these students' ages are related to their inability to analyze, criticize and evaluate.

An assessment provides important outputs for conducting research and studies on education (Al Arnusi, 2013; Al Adwan & Al Hawamdeh, 2011).

- To provide an assessment of all aspects of different cognitive, affective and psychomotor learning.
- Continuity of assessment planning and compatibility with the approach in implementation and follow-up.
- Diversity of assessment tools.
- Revealing individual differences among students.
- Compliance with the principle of objectivity.
- Ensure accuracy, that is, assessment tools measure what they are designed to measure.
- Obtaining the same results even when using more than one tool (Ziyadat & Qatawi, 2010).

Types of Assessment:

It is possible to list the types of assessment in education as follows:

1. Preliminary Assessment: It is the type of assessment made before starting the learning process. It is done to determine whether the student is ready to learn or not.
2. Formative Assessment: It is a type of assessment that aims to provide continuous feedback to the student throughout the teaching process. Daily tests, verbal questions, four corners strategy and other measurement methods are the methods used in this form of assessment (Hariri, 2007).
3. Post- Assessment: It is the type that serves to evaluate both the teacher and the student after the completion of the training program. The purpose of post- assessment is to evaluate all areas of education (Alwan, 2011).

Assessment Methods:

Assessment methods are also subject to different classifications within themselves. It is possible to consider these methods under five headings:

1. Classification by Field of Measurement: It is a method used to measure students' intelligence and ability levels, perceptual and motor skills, tendencies, personalities and personal characteristics.
2. Classification According to Application Method: Some of the assessment applications are applied to a certain group of students and these are called collective standard tests. Some are also applied individually. Individual tests are also defined as oral tests.
3. Classification by Response Method: Verbal when responses to tests depend on speech and thought; when it is dependent on movement, it gains kinetic quality.
4. Classification According to Psychometric Properties and Quality of Performance: Some tests are used to measure the maximum performance of students. Some with the performance of distinctive patterns in the behaviour of the individual; represents personal, emotional and motivational characteristics (Imam, 2011).
5. Classification according to the Field of Measuring Academic Achievement: They are divided scales based on a score that the student should achieve (100%) and a standard that the student should achieve (Kaylani & Rusan, 2012).

Among the studies dealing with assessment methods is Dossary's (2002) study, which shows the traditional test types that teachers use when evaluating students. The results of the study conducted by Hutut (2009) show that the most used methods are tests and observations (Hutut, 2009).

Assessment Systems:

1. Comprehensive Assessment: Comprehensive assessment system aims to achieve a series of goals such as improving the educational process and increasing its quality while moving students away from the traditional education model based on rote and indoctrination. The modern concept of assessment, in addition to exams and tests; also takes into account the personality of the student and the needs of the society in all its aspects. In modern assessment, the individual is evaluated in terms of productivity, coping with difficulties and facing problems, and aims to raise individuals with high potential to meet social needs. To achieve the determined goals and to see the success of the assessment system, the individual, family and society must act together in a team spirit. At the same time, a comprehensive assessment is a system that relies on all aspects of learning, including cognitive, emotional, and abilities.
2. Alternative Assessment Strategies: It is an assessment based on examining and simulating the student within the framework of real situations and monitoring their reactions to education. It is possible to express them as follows: Performance- based assessment strategies, paper and pencil assessment

strategies, observation strategies (automatic observation based on observing the behaviour and actions of the student in real life, and structured observation, which means the pre- planned assessment of student behaviours and actions by witnessing). The main point to be considered is the determination of observation conditions such as place and time (Lanting, 2000).

Alternative Assessment Tools:- Checklist- Rating scale- Article title (Rubric)- Learning Diary- Anecdotal Records(Badour, 2016).

3. Continuous assessment is a specific method used to continuously evaluate student achievement and includes a set of procedures and checks. The tools of continuous assessment are Observation, assignments, participation, exercises, tests. Descriptive assessment, on the other hand, instead of quantitative models that take into account the curriculum and teaching standards; is a qualitative model that focuses on the depth and quality of students' learning, followed by a descriptive account of student situations. Diagnostic assessment methods are an approach in which the teacher deals with the changes in the student from different perspectives. Thanks to this approach, students and their parents can have information about the progress towards predetermined goals (Salehi et al., 2015).

The problem of the study:

If we approach the educational reality in Middle Eastern countries, some of these countries have achieved success in regional education; It is possible to see some of them trying to achieve success. For example, according to UNICEF reports, while trying to improve the image of education in Saudi Arabia and Turkey; On another hand, little progress is carried out in Syria(UNICEF, 2005). In Egypt, the fragile economic situation continues to harm education and weaken the system. Between 2017 and 2014, illiteracy in the Middle East ranged from 5 to 25 per cent. (Abtahi, 2018; Ajuz, 2016; Syrian Ministry of Culture, 2010). According to the World Bank, the main problems facing education systems in the Middle East are the old school buildings, the lack of modern curricula, the inadequacy of education certificates, and the barriers between skills and modernity and tradition on the other hand. (The World Bank, 2019). Based on the overlap in recent years as a result of the conditions of the Syrian war and the Syrian asylum to two Turks, the educational process was one of the most important challenges facing decision- makers. Thus, it was the starting point of assessments in the educational process in both Turkey and Syria to determine the requirements necessary to complete the educational project effectively.

In light of the previous data, this study was implemented to identify the reality of the assessment process in the first educational stage in Turkey and Syria.

Questions of Study:

What is the Assessment- Assessment System of Primary School Education in Turkey and Syria?

Purpose of the study:

This study aims of this research is to determine the similarities and differences in the assessment of education systems used in the primary schools in Turkey and Syria).

The importance of the study:

The importance of the study stems from the importance of primary school. This; consists of drawing the next steps to improve the education systems in these countries.

Terms and Definitions:

- **Primary school** is the first stage in the formal education system (Olinger & Jonathan, 2012).
- **Assessment** is the process of using data from measurements to make judgments about phenomena. To take the assessment of the student's success as an example, it is the process of making a judgment about what the student knows and performance based on an appropriate test to measure success.

3- Materials and Methods.

This study is descriptive education research. In this direction, it is envisaged to examine all elements of education systems to determine the similarities and differences between assessment of education systems in the horizontal approach. At the same time, it's planned to use the descriptive approach to investigate the data obtained from the research (Tekgöz, 2017; Şahenk & Erkan, 2013; Osmanoğlu, 2014; Quinoniz, 2010). In this direction, it's planned to compare the primary school systems in Turkey and Syria included in the sample in terms of assessment of education systems. In this research, five main components of assessment is identified: assessment policy, assessment system, assessment process, assessment strategies and tools, and scoring method. So, the sources of the Ministry of Education were relied primarily on, and then books, academic research, reports and research papers, so that the researcher could gather the largest amount of information and extract the required data in an accurate and objective manner.

Universe/Sample:

The sample of this study was determined by the purposive sampling approach.

Data Collection Tools:

In this study, primary data sources related to primary education systems in Middle Eastern countries were used. In this direction, all relevant documents such as articles, research papers, books, official reports and official web pages of ministries of education in the countries included in the sample were investigated.

Data Investigation:

In this study, primary school systems were subjected to content descriptive. The category used in the study, in other words, the scale, was created according to the research area. It is clarified by literature review and pre- reading of the primary school content, and it is finalized by taking expert opinion. The category is wide enough to cover the curriculum's content of each country's primary school.

4- Materials and discussion:

Assessment- Assessment System of Primary School Education in Turkey:

Measurement and Assessment Policy:

Assessment is one of the important parts of teaching and learning. It reflects the attitude and philosophy of the school towards measurement and assessment. Assessment- Measurement supports teachers and students to set new goals through reflexive thinking by determining what information students have, what they understand and what they can do at different stages of the learning process. As a result of the assessments, the results recorded and the reports prepared are provided with feedback to the students, teachers and parents. Regular assessment of the program with the participation of teachers and school administration contributes to the improvement of the program over time(Turkish National Ministry of Education, 2018).

Assessment System:

Assessment; These are the continuous studies carried out to provide feedback to students, teachers, school administration, program coordinators and student parents about the strengths and weaknesses of the curriculum.

- 1- 3. For primary school students, all teacher- supervised studies are evaluated in a process- oriented manner in the context of teacher supervision. The basic achievements determined according to the grade levels are handled with the general assessments made 3 times a year and the progress of the student in the process is monitored. Language, mathematics and life science subjects whose academic studies have been completed are also included in the assessment files of the students with process and outcome measurements. These files are delivered to the teacher to be used in the next year. Graphs and charts showing the progress of the student during the assessment process, process and result assessments and studies to reinforce the achievement are also added to the student assessment files.
- For 4th grade students, at least two exams are given from the courses that they have taken in a week with three or fewer subjects. There are also three exams for the courses that contain more than three subjects in the weekly table (Erman, 2016).

Process of Assessment:

Assessment of the primary school process provides access to the information necessary for more accurate planning in the next stage of learning. Process assessment and teaching are interconnected and develop together in terms of their purpose. Process assessments, it is aimed to contribute to learning by obtaining frequent and regular feedback. Giving effective feedback is more important than the teacher in the student's development process. Therefore, after each activity, students are evaluated through various assessment and measurement tools (self- assessment, peer assessment, rubrics, etc.). Since students need to discover their strengths and weaknesses, students are also involved in this assessment process. The results of each measurement process are analyzed and these data are used in the planning of the teaching process. Primary school; aims to provide teachers and students with a detailed understanding of student understanding through outcome assessments. It provides opportunities for students to demonstrate what they have learned and ensures that the factors that demonstrate understanding of the main idea or encourage students to take action are carefully measured. As part of the outcome assessment, primary school students are evaluated at the end of each quarter. The data obtained are compared with the results of the readiness exams held at the beginning of the year in to analyze the development process of the student (Çalık, 2007; Yuceer & Keskin, 2012).

Tools – Strategies of Assessment:

With each tool used in primary school, the strategy is determined following the students' levels, interests and skills. With the efforts of differentiation, care is taken to evaluate each student in the best way they can express themselves.

Some of the strategies used for this purpose are:

- **Observations:** Teachers observe students in various ways. This observation can be wide- angle; It can also be narrow- angle in the form of one- to- one observation of each student. It is also possible to observe with or without a participant (Rubrik, short observation records, checklists).
- **Performance Assessment:** It is the assessment of the tasks determined for the target in the context of predetermined criteria. Many skills are used together in performance assessment.
- **Process- Oriented Assessment:** Observing the student within the teaching process and recording the results of these observations (Student diaries).
- **Selected Answers:** These are one- time and one- dimensional studies (Tests, quizzes).
- **Open- Ended Practices:** It is an assessment strategy in which students are presented with a stimulus and are asked to give a response. Responses can take the form of a short written answer, a drawing, a diagram, or a solution.

Some of the tools used in open- ended applications are:

- Rubrics: Prepared for multi- faceted assessment of students. Although they are usually created by teachers, they can also be prepared by students.
- Samples: These are student samples used for the assessment of other samples.
- Checklists: These are lists of the required information, data, attributes or elements.
- Short Observation Records: These are short notes in written form based on students' observations. These notes need to be systematically brought together and organized.
- Scales: They are the visual representation of the developmental stages of the learning process. It enables the progress of the student to be seen and to determine where he is in the process (Byers, 2018).

Reporting and Information: The basis of assessment and assessment reporting is the objective presentation of what students know, understand and can do. These reports enable students to explain the progress they have made in their fields of study and their weak points in a way that will contribute to the impact of the PYP program in educational institutions. In primary school, reporting takes place in meetings or written form. Parents, students and teachers define three dimensions of this process as “learners community”. It is honest, fair, reliable and comprehensive.

Portfolios: Portfolio days are organized for primary school students who believe that a portfolio is an indicator of the mind that you are actively working. At the end of each academic year, students are asked to prepare a portfolio by choosing among the studies they have prepared that year. In these portfolios, students indicate the reasons for the studies they have chosen; They make presentations to their parents, teachers and other students. Portfolios are evaluated by the following students, teachers and parents.

Teacher – Parent Interviews: It is held to inform the parents about the development and needs of the students or to get information from the parents about the students. The time and duration of the meeting to be held are determined in line with the needs of the parents and teachers.

Teacher – Student Interviews: At the end of the first semester, individual student- teacher interviews are held with students studying in the third and fourth grades. In these meetings, teachers inform students about their shortcomings and skills that need to be developed. In addition, during the interview, students evaluate their academic development. The grades taken for assessment together with the second- semester student are archived.

Parent Meetings: It is organized to evaluate common issues that concern all students' parents, to specify the areas that can be supported regarding the student's education period, and to make joint decisions with parents and teachers.

Portfolio Presentations: Reflexive thinking exercises are added to the product files of the students who have completed the first semester, and it is ensured that their developmental processes are shared with their families. These presentations made by the student consist of products compiled from the

student's work throughout the year. By sharing their portfolios with their parents, teachers and friends, students ensure that their strengths and areas of development are evaluated. In this way, parents have information about their students' work and development processes.

Exhibitions: At the exhibitions, each student is required to demonstrate that he or she has worked on the five key elements of the program. It is possible to list these elements like knowledge, concepts, skills, attitudes and actions. On the one hand, this is a transdisciplinary inquiry in terms of the student's personal and shared responsibilities; On the other hand, it is an assessment activity that indicates the transition of students from PYP to secondary education. In line with this expectation and understanding, the students who are candidates to graduate from the Primary and Primary Years Program – PYP in the fourth grade present an individual project that they have been working on all year to the school community (Acat & Demir, 2007; Harmond & McCloskey, 2008).

Scorecard – Development Report – PYP End- Unit Report: Unit reports are prepared to show the performances of students who have completed their studies in the inquiry units at the kindergarten level. At the primary school level, four reports are prepared each year, including a midterm report card and a progress report. These reports evaluate the profile characteristics, attitudes and skills of students that are important for their continued lifelong learning. The progress of the students in the education process is shown with four- stage rubrics.

In the prepared reports, there are feedbacks about the students in the teacher comments section. To enable students to take responsibility for their learning, there are also sections where they can reflect and parents can share their observations (Sarışik & Duşkun, 2016).

Scoring Method:

The equivalents of the scores in these assessment reports are as follows; look at the table number(1):

Table (1) the equivalents of the scores in the primary schools in turkey

SCORE	NOT	NOT
85 – 100	5	VERY GOOD
70 – 84	4	GOOD
55 – 69	3	MID
45 – 54	2	PASS
0 – 44	1	UN SUCCESSFUL

The results of the research conducted by Usta and Uğurlu (2018) show that most written document control is done according to the opinions of supervisors and teachers regarding the supervision of education and training. While the supervisors stated that they evaluate according to the teacher's behaviours; Teachers also complain that supervision is insufficient (Usta & Uğurlu, 2018). According to

the Inspection Board Regulation, teachers' course inspections (ME, 1993a); In addition to the assessment of their work during the course hours, to what extent they comply with the curriculum and annual lesson plans, their proficiency in preparing questions, the written exams that they have arranged, the student assignments they have made and their attention to evaluating them, the knowledge and skills they have gained through workshops, the success in directing students to individual work. A level includes the assessment of in- school and out- of- school activities and behaviours (Usta & Uğurlu, 2018).

Alaz and Yazar (2009) listed teachers' assessment and measurement techniques according to their frequency of use as follows; Look at table number (2):

Table (2) List of teachers assessment and measurement techniques according of using (Alaz ve Yazar, 2009)

No	List of teachers assessment and measurement techniques		
1	Verbal	11	Interview- conversation
2	Performance	12	portfolio
3	Observation	13	Concept map
4	Drama	14	Experiment
5	Project assignment	15	rubric
6	short answer questions	16	Group assessment form
7	self- assessment form	17	Poster
8	multiple choice question	18	Peer assessment form
9	Open- ended	19	Anecdote
10	discussion		

The following findings were obtained from the study conducted by Anılan et al. (2018) to determine the opinions of classroom teachers on assessment and assessment approaches based on the learning process:

It has been observed that the classroom teachers participating in the research have a positive view of assessment and assessment approaches based on the learning process. However, some classroom teachers also have negative opinions about assessment and assessment approaches based on the learning process. In addition, it was determined that the teachers used the word association test and diagram, observation, performance assessment, student product file and structured grid for the measurement and assessment process in Life Science, Mathematics, Science, Turkish and Social Studies courses. In addition, teachers also stated that assessment and assessment approaches based on the learning process are useful. Classroom teachers these benefits; He emphasized that students associate the information they learn with daily life, they gain research and communication skills, what they learn is permanent, they gain self-confidence and responsibility, participate more effectively in the lessons, develop positive attitudes towards the lessons, increase their level of success, have fun in the lesson, and take into account their

differences. In addition, classroom teachers state that they can see the progress of students more clearly and inform parents more accurately with assessment and measurement approaches that focus on the learning process (Anılan et al, 2018).

Teachers stated that they benefited from the internet, magazines, books and program books while using assessment and assessment approaches that focused on the learning process. In addition, teachers also stated that they had some difficulties in this process. To overcome these problems, teachers made a series of suggestions. In this study, it was concluded that most of the classroom teachers developed a positive attitude towards learning process- oriented assessment and assessment approaches and used the assessment and assessment method based on the learning process in the lessons. However, studies on assessment and assessment approaches based on the learning process show that teachers do not have enough knowledge on this subject and cannot fully use these methods. The fact that primary school teachers adopted these approaches in the process and started to use them in the lessons is shown as one of the main reasons for this situation.

The classroom teachers who took part in the research stated that assessment and assessment approaches based on the learning process contributed to the success of the students and caused an increase in the self- confidence of the students (Gelbal & Kelecioğlu, 2007; Korkmaz, 2006). In some studies on the same subject, teachers have offered some suggestions for making assessment and assessment approaches based on the learning process more functional. These suggestions made by the classroom teachers should be shared with the stakeholders. The results obtained in the research were collected by interviewing the classroom teachers. It is also possible to conduct different studies by using in- depth observation methods for classroom teachers to use measurement and assessment approaches based on the learning process.

Measurement and Assessment According to the 2023 Vision:

It is planned to create an e- portfolio for each child so that they can be followed from early childhood to high school graduation, necessary assessments can be made, and children's development can be determined and directed. To examine the functioning of the education system and the decisions taken at the grade levels to be determined, a "Student Achievement Monitoring Research" will be conducted without any grading, to examine the academic outputs of the students. The best options for every child should be presented and children should feel this at every stage of their education life. Opportunities should be provided for students to progress on the path they have chosen and to unlock their full potential. The main responsibility of a successful assessment and assessment system is to increase the meaning of what the child can do in the learning journey and to support all the stakeholders of the teaching process so that they can make correct and meaningful decisions. Beyond being a technical issue, measurement and assessment are directly related to the kind of person to be raised, the educational

philosophy and objectives adopted. The happiness and development of the child in every aspect are at the focal point of any answer to be given about what is measured, by what method and for what purpose. It is aimed to develop a measurement and assessment system in which the assessment of the education system, education policies, educational institution, teachers and school administrators can be made through student development data. In this direction, the "Competence- Based Assessment and Assessment System", which is used in successful education systems today and where the capabilities of students are clearly defined, will be one of the important tools of the Ministry of National Education.

In this system, which will also lead the efforts to determine the standards of measurement and assessment methods, it will be possible to determine the distribution of proficiency levels as a whole from the context of the education system, school, class and student as a result of the applications to be made. In addition, this system will make it easier to define and follow term performance targets and school development plans. Learning analytics services to be used to process this information will enable the creation of models that relate proficiency levels with the school environment, classroom activities and other variables for students. These models have the potential to shed light on the methods of closing performance differences both within and between schools, and thus strategic decisions can be made to make interventions that will yield more effective results. In this way, it will be possible for the students at the lower achievement level to reach the upper level of proficiency. These models will also provide each student with personalized experiences, enabling them to control their learning processes and take responsibility for their learning. Another issue regarding assessment and assessment is the central transition exams between the levels. In line with the reduction of the gap between regions and schools and the improvements in the school and learning ecosystem, schools that admit students by examination will be gradually reduced.

Activating Measurement and Assessment Methods for Increasing the Quality in Education:

All exams in the education system; will be rearranged in terms of their purposes, contents, structure depending on the question types and the benefits they will provide. In addition, the criteria used to measure learning success and assessment methods will be diversified. An integrated understanding of measurement and assessment that focuses on the process and the result will be put forward. It is aimed to conduct a "Student Achievement Monitoring Research" to see the functioning of the system based on the academic outputs of the students, without any grading process at the grade levels to be determined. To reduce the differences between regions and schools and to bring the education system into a whole, the results of the "Student Achievement Monitoring Research" will be followed up with academic institutions over the years, and necessary measures will be taken to improve the system. The e- portfolio, which will be created to follow, evaluate and improve all developmental stages of students, starting from the first stages of education and continuing at the upper education levels, will also take into account the principle of

protecting the data of the child. Special training will be planned for parents on digital measurement and assessment practices.

Competency- Based Measurement and Assessment:

It will be ensured that the curricula are harmonized with these standards by defining qualifications for different fields and creating standards in line with these definitions. With the applications to be prepared, student distributions will be determined according to the proficiency levels defined in the targeted groups and will be transferred to learning analytics. When the desired number of students is reached (type of school, region, gender, socio- economic level), proficiency levels will be determined, and data will be produced to monitor their development and changes in the process. Students in different competency groups will be evaluated in terms of risks with the learning analytics method, and both appropriate and timely precautions will be taken against these risks (Oral, 2016).

The Pressure of Transition Exams Between Levels on the Education System will be reduced:

Educational measures will be taken to reduce the differences in achievement levels between schools. The facilities of the schools, which have unfavorable conditions in terms of physical and social opportunities, will be expanded. The number of schools that choose students by examination will be gradually reduced. The resources provided by the Ministry to schools will be distributed on the axis of justice. Mechanisms that support students socially, academically and physically will be restructured at the level of the ministry, province, district and school. "School Profile Assessment Data" will be monitored and decision support mechanisms will be established to determine what kind of support will be given to schools. Families with insufficient means will be supported by mechanisms to be established in coordination with other ministries. Efforts will be made to develop more flexible models for student placement without examination. With the public communication activities to be organized, it will be aimed to raise awareness about the innovations made to reduce the need for the exam (Turkish ME Vision, 2023).

As a result, primary school education in Turkey is based on the continuous assessment system. In addition, teachers in the classroom apply various measurement methods. It is noticed that the assessment is intense and sequential.

Assessment and Assessment System of Primary Schools in Syria:

Assessment Policy:

According to the opinions of the teachers of the Syrian News Agency (SANA), who visited some schools in the rural areas of Damascus and reviewed how the system was implemented in these schools, the 10- grade distribution is very effective in determining the strengths and weaknesses of the students. It

has also been stated that the development of projects for the distribution of 20s and 40s will contribute to improving the academic level of students and that it will be possible for parents to participate in the education process so that they can follow their children. The teachers stated that the new assessment system contributed to the increase of the grades of the students in the exams, encouraged them to memorize their lessons with business projects and to prepare for new lessons, revealed the mental skills of the students through the implementation of scientific and social projects, and did not incur additional costs to the parents during the implementation of the projects. In addition, this system prevents students from leaving the group in a way that prevents them from implementing the projects (Mohammed, 2019).

In addition, according to the opinions of the teachers, the new assessment system has an effect that reduces the burden on the parents during the preparation period for the exams, and in this respect, it has received positive reactions from the parents. The time elapsed between the student's entrance to the school and starting to work provided a wide area for the assessment of the student, and this situation reflected positively on the parents who were busy during the exam, as well as the student's learning more. Abdulkadir Amouri, Head of Compulsory Education Department of Damascus Rural Governorship, stated that changing the assessment system and limiting the tests for first graders to one study besides the study projects for the research of continuous knowledge is a situation that prepares the student in the mid-term assessment process to work, and the main aim is not to have a single assessment of the student's work and to provide a transparent one. He said that it should be handled in a way (Mohammad, 2018).

A assessment system:

Teachers in Syria stated that the new assessment system contributes to the increase in the grades of students in the exams, encourages them to memorize their lessons with business projects and to prepare for new lessons, reveals the mental skills of the students through the implementation of scientific and social projects, and does not incur additional costs to the parents during the implementation of the projects. In line with this, the Ministry of Education, which takes into account the individual differences among students in order to achieve the purpose of the education process, abandoned the quantitative assessment system and adopted the continuous assessment system.

Process of Assessment:

- Students are evaluated separately in the first and second semesters.
- The average of the student's first and second semester scores is recorded.
- The student does a project on any subject of his/her choice in both terms and is evaluated independently from the first grade to the sixth grade over 100 points.

- It is not desirable for a student to fail in any of the first six classes more than twice in a row. In this case, the student is not expelled from the school, but is transferred to a higher class if he/she fulfills the accepted age limit as per the 45th article of the system.

Tools – Strategies of Assessment:

The continuous assessment and measurement methods and tools used in primary schools in Syria are as follows:

- Success File: It is the presentation of the student's work done in different fields during the semester in line with his tendencies and abilities, on paper or electronically.
- Individual Activities: These are the tasks done and presented by the student. These activities are important in terms of determining the student's wishes and tendencies, as well as ensuring the independence of the student.
- Group Activities: These are the tasks that the students perform as a group. In this way, cooperation is established among students in the planning, implementation, assessment and presentation of learning outcomes; In this way, it is ensured that values such as teamwork, responsibility and respect for others, distance from individuality, ability to cope with others are gained. Teachers evaluate students' performances according to predetermined criteria.
- Projects: It is an assessment tool based on scientific methods and research to obtain technical and scientific results. In this tool, a group of students conducts their studies based on a phenomenon or problem and collects information from different sources to achieve this goal. Projects can be done individually or in groups. The teacher evaluates the project made by the student or student group according to definite and objectively defined criteria.
- Worksheets: These are the tasks that are based on what the teacher teaches, determined by the teacher and given to the student to be done at home or school. At this point, the teacher considers the suitability of each student and gives regular feedback to all students.
- Performance Assessment Tools: Performance assessment tools vary according to the objectives.
- The most used performance assessment tools in Syrian primary schools; The class scale with watch lists is:
 - Watch Lists: Components or teachers in the education process observe all elements in the education process to determine whether educational science provides performance indicators one by one in the performance of the students or the final outputs.
 - Grade Scale: It is a simple tool where each student is subject to certain categories or levels (excellent, good, average, unacceptable, improvised) or combined numbers and attributes (1,2,3,4,5) to measure student skills(Kaylani & Rusan, 2012).

Scoring Method:

Assessment of students; It is necessary to diversify the grading within the available possibilities (time, place, tool) of the nature of the subjects, the level of the students, the skills to be measured and the different mental abilities. This provides the opportunity to determine students' achievement levels and to make a concrete decision about the extent to which they have learned. The following points are taken into consideration while grading:

- Students are evaluated separately in the first and second semesters.
- The average of the student's first and second- semester scores is recorded.
- Continuous assessment method is used in all subjects.
- The student does a project on any subject of his/her choice in both terms and is evaluated independently over 100 points from the first to the sixth grade, and over 200 points from the seventh to the twelfth grade.
- Encouraging grading (excellent, very good, good, acceptable, improvement needed) classifications are made for students in the first, second, third and fourth grades(Sayed, 2012).

The distribution of grades to semester studies and exams is made according to the following: Grading is done according to semester studies and exams as follows; Look at table number (3):

Table (3) Grades according to semester and exams

First- semester studies	First semester exam score	Total	Second term studies	Second- semester exam score	Total
60%	40%	100%	60%	40%	100%

The grades of semester studies are distributed as follows; Look at table number (4):

Table (4) Grades according to semester studies

First semester studies degree			Semester exam score	
Verbal	Homework and studies	Events and initiatives	Test	Exam
10%	10%	20%	20%	40%

The final grade is calculated as First- semester result + Second- semester result /2

Criteria for Evaluating Individual Activities:

- Planning for the realization of the project (10 points)
- Determining the right materials and methods for the realization of the project (10 Points)
- The success of the student in the project assigned to him (10 points)
- Final output of the project (20 Points)
- The student's ability to present the resulting product appropriately (10 Points)
- The emergence of the creative side of the student after the project (20 points)

- Timely completion of the project and presentation (20 Points)

Assessment Criteria for Group Activities:

- Group planning of the proposed project (10 points)
- Establishing cooperation between group members (10 Points)
- Determining the materials to be used in the project and collecting references that will enrich the project (10 points)
- A group member completing the tasks assigned to him (10 Points)
- Final product of the project (20 Points)
- Successful submission of the final product by the group (10 Points)
- Revealing the creative aspects of the group members in the study (20 points)
- Timely completion of the project and its presentation (10 Points)

Practical performance rating scale table for student; Look at table number (5):

Table (5) Practical performance rating scale table

Level	Performance level	Percentage of rate
Excellent	- Perform the skill accurately without errors, appropriate speed, craftsmanship, creativity and innovation	91%
Very good	- Perform the skill with no errors, appropriate speed, mastery at work	81- 90%
Good	- Skill without error lies slowly, mastery of work	61- 80%
Ok	- Slow skill lies, without mastery in the workplace	41- 60%
Can be better	- Incorrect skill performance	40%

It is not desirable for a student to fail any of the first six classes more than once or twice in a row. In this case, the student is not expelled from the school, but following the 45th article of the system, if he/she fulfils the accepted age limit, he/she is transferred to an upper class (Syria Ministry of Education, 2020).

Education Assessment and Assessment Center:

The aims that the Measurement and Education Assessment Center tries to achieve are as follows:

1. Making the education process more competent through the development of the assessment system and the academic calendar.
2. Ensuring the establishment of foundations that will operate in the field of measurement and education in the light of local culture, to keep up with Arab and international standards.

3. Providing education, rehabilitation and research services that will enable the development of teachers and other personnel in terms of measurement, education assessment and quality standards in both state and private education institutions.
4. Determination of student and personnel selection and performance standards in pre- university education institutions.
5. To ensure the dissemination of measurement, assessment, proficiency tests and acceptance culture at an academic and social level; ensuring the dissemination of good practices and strengthening public confidence in the activities carried out in these areas (Syrian Ministry of Education- Center for Educational Measurement and Assessment, 2021).

As a result, the primary education system in Syria is based on continuous assessment. Despite the Ministry of Education's recommendation to follow modern measurement methods in the education process, many teachers still follow traditional measurement methods. One of the reasons for this is that the teacher does not pay enough attention and his salary is low.

Conclusion:

According to the assessment system of education in both of the study countries, we find a similarity in the assessment policy. But we have deferens about an assessment system, assessment process and scoring method.

5- Recommendations.

1. Encouraging teachers to adopt more effective assessment methods in the teaching process through financial and moral support.
2. Improving the physical environment of the classroom to meet modern teaching and assessment methods.

References.

- Acat, B., & Demir, E. (2007, 5- 7 September). Views of primary school teachers on assessment processes in primary education programs. [Conference presentation abstract].16. National Educational Sciences 2. Congress, Tokat.
- Al- Adwan, Z., & Al- Hawamdeh, M. (2011). Educational Measurement Methods. Amman, Jordan: Dar Al- Masirah.
- Al- Aghbry, A. (2006). School administration, 2nd edition. Beirut, Lebanon: Arab Renaissance House
- Al- Arnoussi, D. (2013). Educational Administration and Supervision. Amman, Jordan: Al- Sadiq Cultural House
- Al- Dossary, R. (2005). Modern educational measurement and assessment. Amman: Dar Al Fikr.

- Alaz, A., & Yarar, S. (2009, 8- 10 February). Preferences and Reasons of Classroom Teachers in the Assessment- Assessment Process. Paper presented at the 1st International Turkey Educational Research Congress, Çanakkale.
- Alwan, A. (2011). Teaching Competencies and Teaching Technologies. Amman, Jordan: Dar Al-Yazouri.
- Annul, H., Sengul, A., Atalay, N., & Kılıç, Z. (2018). Views of Classroom Teachers on Assessment and Assessment Approaches Based on Learning Process. *Electronic Journal Of Social Sciences*, 17(67), 969- 981.
- Badour, A. (2016). The reality of classroom assessment practices for teachers from the point of view of their educational leaders in the Kingdom of Saudi Arabia. *Journal of Educational and Psychological Sciences*, 9(4), 919- 956. <https://platform.almanhal.com/GoogleScholar/Details/?ID=2- 94073>
- Byers, T., Imms, W & Hartnell- Young, E. (2018). Comparative analysis of the impact of traditional versus innovative learning environment on student attitudes and learning outcomes. *Studies in Educational Assessment*, 58, 167- 177. DOI: 10.1016/j.stueduc.2018.07.003
- Calık, S. (2007, 5- 7 September). A research on the thoughts of primary school teachers about the assessment and assessment process of the renewed primary education programs. 16. National Educational Sciences Congress, Tokat.
- Cetin, M. (2018). Reciprocal Analysis of the Social Studies Curriculum of the Kingdom of Saudi Arabia and the Republic of Turkey. *Anatolian Educational Leadership Teaching Journal*, 6 (1), 389- 405.
- Dossary, R. (2002). Disclosure of classroom assessment practices at the secondary stage [Master thesis, University of Bahrain] College of Education, Bahrain.
- Erman, S. (2016). "Comparison of Education Systems of Germany, Kyrgyzstan and Turkey". *Manas Journal of Social Research*, 5(2). 413- 475.
- Gelbal, S., & Kelecioğlu, H. (2007). Efficacy perceptions of teachers about assessment and assessment methods and the problems they encounter. *Hacettepe University Faculty of Education Journal*, 1(33), 135- 145.
- Hammond, L., & McCloskey, L. (2008). Assessment for Learning around the World What Would it Mean to Be Internationally Competitive?. DOI: 10.1177/003172170809000407. <https://www.researchgate.net/publication/275514945>
- Hariri, R. (2007). The comprehensive calendar for the school institution. Amman, Jordan: Dar Al Fikr.
- Hutut, R. (2009). Mathematics teachers' practice of assessment strategies and the difficulties they encounter during the application, Master thesis, University of Mentouri, Constantine.
- Imam, M. (2011). Measurement in Special Education. Amman: House of Culture.

- Isil, O. (2015- 2016). Learning Environments Background Report – Education Monitoring report, Education reform initiative, Istanbul. <https://www.egitimreformugirisimi.org/egitim- izleme- raporu- 2015- 16/>
- Khawla, A. (2015). From the teachers' point of view, education assessment methods among primary school students and their relationship with academic achievement (fieldwork in primary schools in Ain Fakroun)[Master's thesis, Al- Arabi Bin Mhidi University] (Umm El- Bouaghi), Faculty of Social Sciences and Humanities, Algeria.
- Korkmaz, H. (2006, 23- 25 Mars). Assessment of the new primary education program by teachers. National Classroom Teaching Congress, Gazi University, Ankara.
- Lanting, Y. (2000). An Empirical Study of District- Wide k- 2 performance Assessment program: Teacher practices, Information Gained, and use of Assessment Results[PhD thesis, the University of Illinois] Urbana- Champaign.
- Mohammed, S. (2019). Increasing the number of qualified school in Damascus countryside to attract the largest number of students. SANA News. <https://shamra.sy/news/article/7e77c48815d1a09f33ca625710847fd4>
- Sarısk, Y., & Duşkun, Y. (2016). Life in School through the eyes of children. ERG and TEGV. 13(4), 67- 93.
- Sayed, Mahmoud. (2012). Education System in Syria. "Reality and Challenges" Damascus Journal Arabic Language Complex, 86(4).<http://www.arabacademy.gov.sy/uploads/magazine/mag86/mag86- 4- 1.pdf>
- Syrian Ministry of education- Center for Educational Measurement and Assessment. (2021). <http://moed.gov.sy/site/en/taxonomy/term/112/all>
- Syrian Ministry of Education. (2020). New System of Assessment in Syrian Schools.
- Syrian Ministry of Education. (2021). Center for Educational Measurement and Assessment. <https://emec- syria.sy/wp/>
- Turkish National Ministry of Education. (2018) System of Assessment in the Primary Schools.
- Usta, H., & Ugurlu, C. (2018). Evaluating the behaviors of the supervisors of education and teaching. Electronic journal of social sciences, 17(67), 969- 981.www.esosder.org <https://dergipark.gov.tr/esosder977977>
- Yuceer, Deniz & Keskin, Love. (2012). Comparison Education Systems Of Denmark And Turkey At Primary Level. Ondokuz Mayıs Univ Faculty of Education, 31(1), 325- 349. Doi: 10.7822/Egt105
- Ziyadat, M., & Qatawi, M. (2010). Social Studies: Its Nature and Methods of Teaching and Learning. Jordan: House of Culture.