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Affective Characteristics Related to Student Cognitive Development in The Turkish Pupil Monitoring System (PMS)

The Turkish Pupil Monitoring System (PMS) is a criterion-referenced assessment program for monitoring and developing student learning in line with higher order cognitive processes covered in the primary school curricula in different subject matter areas. Based on interactive computerized assessment materials, student strengths and weaknesses are determined and information provided for teachers and parents to promote learning with respect to cognitive processes. So far, data were collected over 30.000 students between grade levels 1 and 7. The preliminary results indicated that Turkish students have difficulties in developing higher order cognitive processes across the grade levels. Among various cognitive skills, students ability to relate ideas and concepts; evaluate written materials; and make inference based on information provided were the ones needed to be considered and scrutinized by the teachers. PMS also considers student social and emotional development. Thus, in the present study the student development with respect to cognitive processes will be evaluated in line with their academic self concept, study habits, peer relations, relations with teachers and attitudes toward school variables in a selected group of primary school students. These variables are assessed by the Student Questionnaire developed by Cito Türkiye, The linear structural model with LISREL will be used to relate social-emotional characteristics of students with their cognitive development. The results are expected to provide evidence for policy-makers about affective characteristics of primary school students for promoting their cognitive development.