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**Examination of Assessment and Evaluation Elements in 5th, 6th and 7th
Grade Social Studies Middle School Textbooks***

**"It was produced from the master's thesis titled "Examination of Assessment and Evaluation Elements in 5th, 6th and 7th Grade Social Studies Middle School Textbooks"*

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Examination of Assessment and Evaluation Elements in 5th, 6th and 7th Grade Social Studies Middle School Textbooks

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Abstract

Textbooks are the most fundamental educational materials. For these materials to be effectively used, they need to be relevant to the era we live in. In this context, since 2004, the content of textbooks in Turkey has been prepared within the framework of constructivist education, aiming to enhance students' cognitive, affective, and psychomotor skills. This study examines the assessment and evaluation elements within Social Studies textbooks to determine their alignment with constructivist education and the specific skills they target for students. The research analyzes assessment components found in six different textbooks approved by the Ministry of National Education (MEB). Within these textbooks, the assessment elements related to seven learning approaches—such as preparatory questions, in-text questions, activities, end-of-text evaluations, self-assessment, peer assessment, concept maps, end-of-unit assessment questions, and group self-assessment—are classified and studied from a constructivist perspective. Using a qualitative research design, document analysis is employed to identify assessment elements and link them to skills consistent with constructivist education. Finally, a comparative evaluation reveals differences between textbooks at different educational levels, contributing to the literature on the relationship between assessment elements and constructivist education in Social Studies textbooks.

Keywords: Textbook, measurement, evaluation, constructivist education, skills

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5, 6 ve 7. Sınıf Sosyal Bilgiler Ortaokul Ders Kitaplarında Ölçme Değerlendirme Unsurlarının İncelenmesi

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ÖZ

Araştırma Makalesi

Ders kitapları en temel eğitim materyalidir. Bu materyalin etkili bir biçimde kullanılması için yaşadığımız çağa hitap etmesi gerekmektedir. Bu bağlamda 2004 yılından itibaren ülkemizde uygulanmaya başlanan yapılandırmacı eğitim kapsamında ders kitaplarının içeriği öğrencilerin bilişsel, duyuşsal ve psikomotor becerilerini geliştirecek düzeyde hazırlanmaktadır. Yapılan bu çalışmada Sosyal Bilgiler ders kitaplarının içeriğinde yer alan ölçme ve değerlendirme unsurlarının yapılandırmacı eğitim kapsamında öğrencilerin hangi becerilerine yönelik olduklarını ve kitapların içeriğinde yer alan öğrenme yaklaşımlarına uygun olup olmadığını belirlemek amaçlanmıştır. Amaç doğrultusunda MEB'in yayınlamış olduğu ve onayladığı 6 farklı ders kitabında yer alan ölçme ve değerlendirme unsurları incelenmiştir. Ders kitaplarının içerisinde yer alan 7 adet öğrenme yaklaşımında yer alan ölçme ve değerlendirme unsurları konuya başlarken hazırlık soruları, metin içerisindeki sorular, metin içerisindeki etkinlikler, metin sonu değerlendirmeler, öz değerlendirme, akran değerlendirme, kavram haritası, ünite sonu değerlendirme soruları, grup öz değerlendirme başlıkları altında sınıflandırılarak incelenmiştir. Ardından sınıflandırılan bu unsurlar yapılandırmacı yaklaşım doğrultusunda ele alınmıştır. Araştırmada bir nitel araştırma deseni olan doküman analizi yöntemi kullanılarak ders kitaplarının içeriğinde yer alan her öğrenme yaklaşımı ayrı olarak ele alınmış, ölçme ve değerlendirme unsurları tespit edilmiş, yapılandırmacı eğitim doğrultusunda becerilerle ilişkilendirilmiş ardından da genel bir değerlendirme yapılarak her kademedeki iki farklı kitap arasındaki fark ortaya konulmuştur. Böylece Sosyal Bilgiler ders kitaplarında yer alan ölçme ve değerlendirme unsurlarının yapılandırmacı eğitimle olan ilişkileri ortaya konularak alan yazına kaynak oluşturmuştur.

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Introduction

1. Social Studies

Social studies course emerged in the 19th century to ensure that multinational and multicultural citizens living in the USA lived together in harmony. With the aim of achieving this harmony, it seeks to educate citizens who are respectful of cultural differences, environmentally conscious, capable of establishing cause-and-effect relationships between events, and adept at using communication skills—a vital part of life (Kurt, 2023). The National Council for Social Studies (NCSS) defines the social studies course as *"a field of study that combines art, literature and social sciences with an interdisciplinary approach to provide citizenship competencies."* defined as.

Social studies course is a course that aims to ensure that students have the necessary knowledge, skills and values to ensure that they do not participate in society but can be in harmony (Rose, 2006). In this context, there are many definitions that define the social studies course. Based on these definitions, it can be seen that the more dominant aim is to help students become more active citizens in the process of becoming members of society. Basically, we can express it as conveying findings from different fields to students in primary and secondary education in the most appropriate way to meet their own and society's needs (Kaur, Kumar; 2008).

Individuals are bound by what they put forward because they are part of life. This connection enables them to become a social society. When individuals are born, they form society with their family, which is the smallest part of the society they are born into, and the structures brought together by families. Social studies is one of the basic courses that should be included in education for individuals to learn their relationships and skills in society. In this context, the importance of social studies course in regulating individuals' behaviors with each other is revealed (Kurt, 2023).

When we look at the main purpose of Social Studies in our country, we need to look at the main purposes of National Education in teaching. In this context, all curricula in our country are prepared in line with the "General Objectives of Turkish National Education" and "Basic Principles of Turkish National Education" included in Article 2 of the Basic Law of National Education No. 1739. The main purpose of all curricula is to ensure that students studying at pre-school, primary, secondary and high school levels develop their cognitive, affective and psychomotor skills and grow up as active citizens who are equipped with, produce and develop

sensitivity, values, self-esteem, social skills, national and spiritual values. In this way, it is ensured that he becomes an individual who is sufficient for himself and the society he lives in (MEB, 2023). In this regard, when we look at the main purpose of the Social Studies course in our country; Having national consciousness, having adopted Atatürk's principles and reforms, being aware of the rules of law, aware of the relationship between the natural environment and humans, sensitive to the environment, aware of economic activities and their effects, able to think critically, aiming to develop science based on it, and being actively aware of the problems that concern the society and the world. We see that it is a course that aims to raise citizens (MEB, 2023).

In our country, social studies course was included for the first time in the 1953 Teacher Training Schools and Village Institutes Program. However, social studies, which is included in the program, was included as a course for the first time in the 1968 Primary School Program. During this process, in the book titled " *Social Studies Teaching in Primary Schools* " published by the Ministry of National Education in 1966, social studies course was named as the course that included the teaching methods used to teach social sciences to students (Karagözoğlu, 1966). He also took part in different program studies where additions and deletions were made in changing programs. While there was a behavioral education model in different programs introduced until 2005, the education programs prepared after 2005 were prepared with a constructivist education model (Çiydem, Kaymakçı; 2021).

In this process, with the renewal of the programs, social studies was included in the curriculum published by the Ministry of Education as "In order for individuals to realize their social existence; It is explained as a course that reflects interdisciplinary branches of social sciences such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science and law and can connect time within the framework of learning areas" (MEB, 2023).

The social studies course was prepared in accordance with the 4th, 5th, 6th and 7th grade levels of secondary school in the 2023 program, which was prepared at the level of the constructivist education model. The program includes 27 basic skills, 18 values education, 131 achievements and 7 learning approaches. These learning approaches: Individual and Society; Culture and Heritage; People, Places and Environments; Science, Technology and Society; Production, Distribution and Consumption; Active Citizenship; Global Connections (MEB, 2023). In this context, in this study, the measurement and evaluation elements included in these

learning approaches in the textbooks used for the 4th, 5th, 6th and 7th grades of secondary school were examined.

1.1. Purposes of Social Studies

In terms of social studies, it aims to prepare individuals as active citizens in order to cope with the changes and developments experienced in the individual and social framework, where social sciences come together in an interdisciplinary field. In this context, throughout the historical process, the social studies course curriculum has varied in order to realize the individuals that society wants. NCSS, the National Council of Social Studies of the USA, defines the purpose of social studies as supporting students' civic knowledge and skills so that they can actively participate in social life as democratically active citizens (NCSS).

1.2. Textbooks

According to TDK, the book; All printed or written sheets of paper brought together as bound or unbound are defined as a work written on any subject. In short, a book is a publishing tool that contains written texts and stores information. A textbook is a basic educational material prepared for a certain course and certain grade levels. These materials are resources written in line with the curriculum, appropriate to the levels of the students at each level. These resources were approved after being prepared appropriately based on the principle of relativity to certain curricula and students (Gülersoy, 2013).

The goals that students want to gain in education are given through the program and textbooks prepared in line with the program. In this respect, textbooks; It is an economical material that provides students with goals, guides teachers and is easily accessible. In addition, textbooks are not only a material used to convey the knowledge that the student wants to gain, but also a material that contains activities that will guide and develop the student (Güzel, Şimşek; 2012).

In this context, a textbook is a teaching material prepared for specific learning objectives, usually covering a course or subject area. Textbooks provide students with basic information about the subject, explain the topics, and generally support the learning process. In addition, textbooks are designed in accordance with the curriculum and teaching programs. It provides students with the opportunity to develop their understanding and application skills as well as gaining knowledge on a specific subject.

There are some criteria in the preparation of textbooks that include the values, concepts, achievements and skills that are aimed to be acquired by students in line with the specified

curriculum. It should comply with the rules of the Turkish language, and the table of contents explaining the content of the book, introduction chart, preface, dictionary, bibliography, visuals related to the subjects should be prepared by paying attention to factors such as the age of the students and the source. The preparation criteria for the textbook are explained in detail in the deposit prepared by the Board of Education.

As every textbook should be, social studies textbooks should include elements that support the student's relationship with the book, rich content, eye-catching visuals and activities that direct the student to learning and teaching (Şahin, 2004). In addition, textbooks improve students' cognitive, affective and psychomotor skills. In this context, as of 2005, textbooks were renewed by adopting a constructivist approach at every level in the National Education system. In this context, the Social Studies textbook has been prepared at a level that can increase students' experiences and consolidate knowledge (Akbaba, 2013). In this study, we examine the measurement and evaluation elements of textbooks, which are widely used educational materials in education and training activities, in order to develop skills.

1.3. Quantification and Consideration

Measurement is the expression of properties and qualities with numbers or symbols. According to TDK, it is the determination of students' achievements in a field using tools and methods and presenting them with numerical results. The concept of measurement has been explained as revealing any quality with symbols (Turgut, 1983). In other words, measurement is expressing whether an object has the properties it should have or not, using some methods and using numbers and symbols (Şişman, 2015). If measurements are made as direct observations, that is, according to certain standards, they are called *direct measurements*, and if they are made by using another variable, they are called indirect measurements (Güler, 2023).

Evaluation is making sense of the results of the measurement process. Evaluations are the process of interpreting measurement results according to certain criteria (Demir, 2021). Evaluation according to TDK; It is the evaluation of the results obtained as a result of measurement by measuring the rate of realization of various teaching objectives. In short, evaluation is the decision-making process of measurement according to a criterion (Turgut, Baykul; 2013). On the other hand, it is stated that it is a tool used to determine undesirable or desired results in education (Baykul, Gelbal and Kelecioğlu; 2003).

In education, measurement and evaluation is the use of information given in line with a certain curriculum to learn about students' success. When we look at the main purpose of

measurement and evaluation in education, it is to learn the success of the students in the goals and achievements that are intended to be imparted to the students in line with the curriculum. Measurements and evaluations are carried out in various ways to find out whether these goals and achievements are achieved by students (Bahadırtaş, Yalçınkaya; 2022).

It is very important to use various activities in training to support the teaching process. In addition, it is important to conduct measurement and evaluation in order to reveal the success of students in teaching and to identify deficiencies in teaching (Cevahir Batmaz, Dündar; 2022). In this context, measurement and evaluation are handled in three steps. The first step is the preliminary evaluation, which should be done in the first days of the learning-teaching process or before it even begins; The second step is interim evaluations that must be continued dynamically throughout the process, which may include activity-like elements within the learning-teaching process; The last step is the final evaluation that should be made at the end of the learning-teaching process. This process can be summarized as follows:

Pre-Assessment: These are the readiness exams carried out to get to know the students at the very beginning of the learning-teaching process, to determine the student's knowledge of the subject, and the evaluations made to determine the level of students' readiness for the course.

Interim Evaluations: These are evaluations aimed at shaping activities and improving behavior. Such evaluations have great educational value as they will guide the process.

Final Evaluation: At the decision-making stage about the process at the end of the learning-teaching process, with the information and findings obtained through evaluation elements (student work file, teacher observation book, etc.), using products such as written exam results, end-of-subject monitoring test results, homework and projects... It is the evaluation from which the obtained grades are created (Göçer, 2005).

1.3.1. Measurement and Evaluation Elements

The process of observing the characteristics, that is, variables to be measured, and symbolizing them with the number or symbol determined as a result of the observation is called measurement (Turgut, 1987). In this context, measurement is a process that occurs by observing the variables that change during the process. Evaluation is the data obtained by comparing the results obtained as a result of measurements with a criterion. In other words, we need criteria to make evaluations. In this way, the features to be measured are compared with a criterion and the result is obtained. In this context, the evaluation process consists of three stages: Measurement, criteria and decision making (Güler, 2011).

The types of assessment are divided into three categories: direct, indirect, and derived. Evaluation types, on the other hand, can be classified based on criteria and purpose. Education is a process, and as a result of this process, changes occur in individuals based on the education they receive. Assessment serves as a tool to reveal the changes that occur at a certain point in the meaning of education. To uncover these changes, students are assessed at various times during the educational process.

2. Characteristics of the Study

2.1. Purpose of The Study

The main purpose of this study is to examine the measurement and evaluation elements in the Social Studies textbooks used as textbooks by the Ministry of National Education in the 2023-2024 academic year of the 5th, 6th and 7th grade levels. Within the framework of this purpose, different types of measurement and evaluation types found in textbooks are included in the research. For example, when starting the topic in the introduction of the subject explanations, types such as preparation questions, in-text questions, activities that support in-text learning, end-of-text evaluation questions, end-of-unit evaluations, self-assessment, concept map, peer evaluation and group self-evaluation forms were discussed and the sub-goals were discussed. The aim is to examine the relationship of these types with constructivist education and the content of the subject.

2.2. Importance of The Study

Measurement and evaluation are important tools used throughout the education process to determine the achievements and learning deficiencies of students. In this way, the learning process is monitored and it is understood what and how much the student has learned, and accordingly, a correct process is followed to complete the deficiencies. The different methods used in measurement and evaluation appeal to the student about the principle of relativity. In this regard, an evaluation is obtained according to the student's interests and abilities. In this context, this research will contribute to the research and development of the formats of measurement and evaluation methods in textbooks, which are an important tool in learning and completing students' deficiencies.

Curriculum; It consists of four elements in total: objectives, scope, educational situations and measurement and evaluation. These elements in the curriculum are respectively;

The goal is concerned with gaining the desired characteristics that individuals should have. The scope includes the information necessary to gain behaviors in line with the determined goals. It enables teaching and learning activities to be carried out by associating educational situations, goals and content. Measurement and evaluation, on the other hand, undertake the task of testing whether the goals determined in the curriculum are achieved by the student as expected. By obtaining measurement and evaluation results, those concerned are provided with information about the cognitive, affective and behavioral developments of the students (Yaşar, 2014).

In this context, the study focuses on the learning approaches, assessment, and evaluation elements within the textbooks for grades 5, 6, and 7. The assessment components found at the beginning and end of these learning approaches are linked to the skills outlined in the Social Studies curriculum and are approached from a constructivist education perspective. As a result, the differences between textbooks at different grade levels are highlighted. The studies titled *An Examination of Primary School Turkish Textbooks in Terms of Assessment and Evaluation: The Case of Ali GÖÇER* and *An Analysis of the 2018 Social Studies Curriculum and the 4th Grade Social Studies Textbook in Terms of Social Skills: Elif KURT's Work* can be cited as examples in the field. It is seen that other studies similar to this study have been conducted in field writing. However, it has been determined that these studies were mostly conducted with textbooks of a single level and included only measurement and evaluation elements. For this reason, this study will serve as a source for new studies on similar topics in the future. It will also fill the gap in the field.

2.3. Limitations of The Study

In this study, the current Social Studies textbook used by the Ministry of Education in the 2023-2024 academic year for the 5th, 6th and 7th grade levels was examined and prepared. The textbooks of these levels were accessed through the EBA system and two textbooks for each level, 6 in total, were discussed. Measurement and evaluation types such as preparation questions, in-text questions, end-of-text evaluation questions, end-of-unit evaluations, activities, self-evaluation forms, peer evaluation forms, group self-evaluation forms, concept maps, etc. are included in the learning approaches included in these accessible textbooks. It consists of examination.

As included in the literature review, there are a total of 7 learning approaches at every level of the Social Studies curriculum. In this context, by examining a total of 2 textbooks at all levels, one of which is a private publication and the other a publication of the Ministry of

Education, and the learning approaches in the books, a total of 42 learning approaches were examined in terms of measurement and evaluation elements, the relationship of these elements with the subjects and the skills aimed to be acquired by the students.

2.4. Method of The Study

The study was prepared using the document analysis method, which is a qualitative research design. The document analysis method includes the processes of finding existing sources for a certain purpose, reading these sources, taking notes in the sources in accordance with the purpose of the research, and evaluating the data obtained in this direction (Karasar, 2005). In this study, the types of measurement and evaluation in the 5th, 6th and 7th grade Social Studies textbooks were discussed. In order to conduct this analysis, 5th, 6th and 7th grade Social Studies textbooks currently used in the 2023-2024 academic year constitute the data source. Access to textbooks is made through the EBA system. Table 1 presents the list of books accessed from the EBA system.

Table 1

Textbooks Used in The Research

Grade	Title of the Book
5th Grade	5th Class Special Publishing
	5th Grade MEB Publishing
6th Grade	6th Class Special Publishing
	6th Grade MEB Publishing
7th Grade	7th Class Special Publishing
	7th Grade MEB Publishing

A study was conducted on the books used in the 2023-2024 academic period for each grade level in the EBA system. The source of the study consists of a total of 6 Social Studies textbooks used in the 2023-2024 academic year. The types of assessment and evaluation included in these textbooks are grouped under certain headings. These titles are:

1. Evaluation Within The Learning Approach

- a) Preparation questions for starting the topic: Questions at the introduction of topics.
- b) Questions in the text: Questions included in the topics.
- c) Activities in the text: Activities included to reinforce the topics.
- d) End-of-text evaluations: Questions asked at the end of the topics to evaluate the topic.

2. End of Unit Evaluation

- a) Self-assessment: Students self-assess their approach to learning.
- b) Peer review: Students' self-assessment of their peers in their approach to learning.
- c) Concept map: A map included to reinforce existing concepts in the learning approach.
- d) End of unit evaluation questions: Questions given to reinforce the learning in the learning approach.
- e) Group self-assessment: Students' self-assessment of their group's learning approach.

Social Studies textbooks were examined in line with these headings. The data obtained were tabulated separately for each level and learning approach. Afterwards, the types of measurement and evaluation considered in each learning approach were examined within the framework of constructivist education and their relationship with the subject. Each learning approach in each textbook was evaluated within itself, and then the textbook was evaluated within the same scope. Additionally, a comparison of two books covering each level was made. This comparison was discussed in line with measurement and evaluation elements and skills. Finally, a general evaluation was made about the textbooks at different levels of education.

Findings

1. 5th Grade Books Review

1.1. 5th Grade Private Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the topics included in the unit, the values and achievements aimed to be gained by the student are expressed. However, when the measurement and evaluation elements included in the units are examined, it is seen that these elements, which are based on constructivist education, are aimed not only at developing the student's cognitive and affective skills, but also at improving their psychomotor skills in line with the implementation of these elements. However, when the tables prepared for this research were examined on a unit basis, it was seen that the elements were not common. However, it also appears to be more focused on cognitive skills.

Most of the measurement and evaluation elements in the book are open-ended questions. These questions have answers based on the student's interpretation. However, end-of-unit

evaluations at the end of each unit are in the types of true/false, fill-in-the-blank, table creation, table interpretation, matching, multiple choice and open-ended question types. The answers to these question types, except open-ended questions, are available in the "Answer Key" section on page 190 at the end of the book. For the answers to the open-ended questions in the end-of-unit evaluation sections, "Left to student comment" is on the same page. The statement is included.

1.2. 5th Grade MEB Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the topics included in the unit and the objectives intended to be gained by the student are expressed. Additionally, there are QR codes with EBA extension on the cover pages. When the measurement and evaluation elements within the units are considered, it is seen that the elements are not evenly distributed, but on the basis of the constructivist education model, students are prepared in line with the skills, values and achievements specified in the Social Studies Curriculum. In this context, the measurement and evaluation elements in the book have been prepared at a level that will improve students' cognitive, affective and psychomotor skills. However, when the tables and units above are considered, it is seen that the measurement and evaluation elements mostly address the cognitive field.

While starting the subject, which is open-ended, one of the measurement and evaluation elements included in the book, the preparation questions, in-text questions and the answers to the activities related to the targeted achievements of the students' learning on the subject are left to the student. There is no access to any answers to these elements. In addition, the concept map titled "What We Learned", located at the end of the unit, was created by the authors of the book. Apart from these, the answer keys to the end-of-unit evaluations are available at the end of the unit, on pages 195 and 196, at the last pages of the book. Again, just as the answers to the open-ended questions in the text were left to the student, the answers to the open-ended questions in the end-of-unit evaluations were not included in the answer key, and their answers were left to the student.

1.3. Comparison of 5th Grade Textbooks

Both books at the 5th grade level were examined in terms of measurement and evaluation elements. As a result of the review, the measurement and evaluation elements in the learning approaches in the content of the books were discussed within the framework of their relationships with the subjects and the skills aimed to be acquired in line with the constructivist approach. Various measurement and evaluation elements aimed at improving students' skills were found in both books. In addition, it was determined that the elements were at levels that would improve students' cognitive, affective and psychomotor skills.

The first book examined is a book of a private publishing house approved by the Ministry of Education. The book was accessed via EBA. The 7 learning approaches in the book have been evaluated within themselves. Then, a general evaluation was made about the book. As a result of the findings obtained as a result of this evaluation, the measurement and evaluation elements in the book mainly address the cognitive field. In addition, it also supports affective and psychomotor skills. However, when considered according to the constructivist education model, the measurement and evaluation elements included in the content of this book were found to be inadequate.

The second book examined is the book prepared by the Ministry of Education's own publishing house. Access to the book was provided by EBA. The 7 learning approaches included in the book were evaluated within themselves during the research. Then, a general evaluation of the book was made. As a result of the findings obtained as a result of these evaluations, it is seen that the measurement and evaluation elements in the book are included at a level that will develop students' cognitive, affective and psychomotor skills almost equally. In this context, it was found that the MEB book was prepared more in accordance with the constructivist education model than the book of the private publishing house approved by the Ministry of Education.

2.1. 6th Grade Books Review

2.1.1. 6th Grade Private Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the objectives that are aimed to be gained by the student are included in the unit. Additionally, there is also an

option to scan an EBA extension QR code on the cover page. Considering the measurement and evaluation elements within the units, it is seen that these elements are not distributed evenly and that students are prepared in line with the skills, values and achievements specified in the Social Studies Curriculum, based on the constructivist education model. In this context, the measurement and evaluation elements in the book have been prepared at a level that will improve students' cognitive, affective and psychomotor skills. However, when the tables and units above are considered, it is seen that the measurement and evaluation elements mostly address the cognitive field.

While the preparatory questions are included in the book under the title of "Preparatory Work" when starting the topic, which is at the very beginning of the topics in the units, they are generally seen to be related to cognitive skills. In-text questions in the texts within the content of the topics include expressions that guide the student in a way that makes the student active in the subject, as well as those related to the subject. It seems that these questions mostly address the cognitive and affective domains. It is seen that the activities in the units are aimed at cognitive, affective and psychomotor skills, and remain at the cognitive level. The puzzle activity at the end of the units is necessary for students' concept learning and contributes to students' affective and psychomotor skills. The fact that the end-of-unit evaluations at the end of the units contain different types of measurement and evaluation elements complements the deficiencies in the content of the units. These elements are at a level that will improve cognitive, affective and psychomotor skills. Apart from these, it is seen that the self-evaluations prepared at the end of the units in order to evaluate the achievements of the unit by the student remain at the cognitive level.

While starting the topic in the content of the units of the book, the answers to the preparation questions, in-text questions, and activities are left to the student as they are various measurement and evaluation elements that are open-ended questions. For this reason, the answers to these elements are not included in the content of the book. However, at the very end of the book, on pages 266, 267, 268, 269, 270 and 271, there are answer keys for the end-of-unit evaluations at the end of the units. In this answer key, the answers to the open-ended questions in the end-of-unit evaluations were left to the student and were not answered. Additionally, on page 271, there are passwords for the word puzzle found at the end of the units, which were evaluated as concept maps for this book in the research. However, the answers to the puzzle are not included.

2.1.2. 6th Grade MEB Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the objectives that are aimed to be gained by the student are included in the unit. Additionally, there is also an option to scan an EBA extension QR code on the cover page. Considering the measurement and evaluation elements within the units, it is seen that these elements are not distributed evenly and that students are prepared in line with the skills, values and achievements specified in the Social Studies Curriculum, based on the constructivist education model. In this context, the measurement and evaluation elements in the book have been prepared at a level that will improve students' cognitive, affective and psychomotor skills. In addition, the relationship between measurement and evaluation elements and the subjects was discussed and it was determined that these elements were related to the subjects.

It has been determined that when starting the topic, which is one of the main topics in the unit, the preparatory questions are included both to prepare for the topic and to reveal the readiness of the students. It is seen that the in-text questions and activities in the texts are included with the aim of making students active in the subject. It was determined that there was no end-of-text evaluation, self-evaluation, peer evaluation, group self-evaluation and concept map in any of the units. In this respect, it has been concluded that there is a deficiency in the book and it is seen that the in-text questions and activities in the unit are not distributed evenly, as shown in the tables above. In addition, a concept game at the end of the units has been prepared in relation to the topics included in the content of the units. In this context, it was considered as an end-of-subject evaluation. It was determined that the end-of-unit evaluations at the end of the units included different types of elements. It is seen that they consist of fill-in-the-blank, concept matching, true-false activity, open-ended questions and multiple choice questions.

The answers to the end-of-unit evaluations at the end of the units are on page 258 at the end of the book. However, these answers did not include answers to open-ended questions. Although the answers to these questions are not included on the page where they are left to the student, we understand that they are left to the student because they are not answered. It has been determined that the following pages, 259 and 260, include the answers to the activities under the title "Your Turn" in the book. In this way, it is ensured that students can personally

see the achievements, that is, the developments, they have achieved throughout the education process.

2.1.3. Comparison of 6th Grade Textbooks

Both books at the 6th grade level were examined in terms of measurement and evaluation elements. As a result of the review, the measurement and evaluation elements in the learning approaches in the content of the books were discussed within the framework of their relationships with the subjects and the skills aimed to be acquired in line with the constructivist approach. Various measurement and evaluation elements aimed at improving students' skills were found in both books. In addition, it was determined that the elements were at levels that would improve students' cognitive, affective and psychomotor skills.

The first book examined was a book prepared by a private publishing house. The book was accessed via the EBA network. There are 7 units in total in the book. When the units are examined one by one, it is seen that the measurement and evaluation elements included in each unit are at a level that will improve the cognitive, affective and psychomotor skills of the students. It has been determined that the elements within the unit are not evenly distributed. However, when the end-of-unit evaluations at the end of the units are considered, it has been determined that these evaluations are elements that develop cognitive, affective and psychomotor skills, and that these elements are of very different types and comprehensive.

The second book examined is the book prepared by the Ministry of Education's own publishing house. The book was accessed via the EBA network. There are 7 units in total in the book. When the units are examined one by one, it is seen that the measurement and evaluation elements included in each unit are at a level that will improve the cognitive, affective and psychomotor skills of the students. It has been determined that the elements within the unit are not evenly distributed. When the end-of-unit evaluations at the end of the units are examined, it is seen that the elements are mostly at the cognitive level.

When both books were compared, it was determined that the private publishing house's book, especially the end-of-unit evaluation elements, were elements that would develop high-level skills. In the book published by the Ministry of Education's publishing house, it was determined that the end-of-unit evaluations remained at the cognitive level. However, it was determined that both books were inadequate in terms of measurement and evaluation elements. As seen in the tables, many measurement and evaluation elements are missing in the content of the books.

3.1. 7th Grade Books Review

3.1.1. 7th Grade Private Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the objectives that are aimed to be gained by the student are included in the unit. Additionally, there is also an option to scan an EBA extension QR code on the cover page. When the measurement and evaluation elements within the units are considered, it is seen that these elements are not distributed evenly, and on the basis of the constructivist education model, students are prepared in line with the skills, values and achievements specified in the Social Studies Curriculum. In this context, the measurement and evaluation elements in the book have been prepared at a level that will improve students' cognitive, affective and psychomotor skills. In addition, the relationship between measurement and evaluation elements and the subjects was discussed and it was determined that these elements were related to the subjects.

It has been determined that when starting the topic, which is one of the main topics in the unit, the preparatory questions are included both to prepare for the topic and to reveal the readiness of the students. It is seen that the in-text questions and activities in the texts are included with the aim of making students active in the subject. It was determined that there was no end-of-text evaluation, peer evaluation, group self-evaluation and concept map in any of the units. In this respect, it has been concluded that there is a deficiency in the book and it is seen that the in-text questions and activities in the unit are not distributed evenly, as shown in the tables above. However, at the end of the units, there is a self-evaluation to reveal the students themselves in relation to the subject and their development as a result of the teaching approach. In addition, it has been determined that self-assessments are included in the activities given under the title "It's Your Turn" in some units in the book. Again, elements of different types are included in the end-of-unit evaluations at the end of the units.

The answers to the end-of-unit evaluations at the end of the units are located on pages 228, 229, 230 and 231 at the end of the book. However, these answers did not include answers to open-ended questions. Although the answers to these questions are not included on the page where they are left to the student, we understand that they are left to the student because they

are not answered. In this context, students are enabled to personally see the developments they have achieved throughout the education process.

3.1.2. 7th Grade MEB Publishing Book General Evaluation

In the introduction of this book, which is discussed in terms of measurement and evaluation elements, the table of contents, the cover pages of the units are introduced, what is intended to be explained to the students on the cover page, and the meanings of the signs in the content of the book are explained. When the cover page of each unit is examined, the objectives that are aimed to be gained by the student are included in the unit. Additionally, there is also an option to scan an EBA extension QR code on the cover page. Again, on the cover page of the units, readiness questions are included to determine the readiness of the students regarding the subject. In addition, it is seen that the topics included in the unit, as well as the values and skills that are aimed to be acquired by the students in the unit in line with the curriculum, are also included.

When the measurement and evaluation elements within the units are considered, it is seen that these elements are not distributed evenly, and on the basis of the constructivist education model, students are prepared in line with the skills, values and achievements specified in the Social Studies Curriculum. The content of the learning approaches in the book has been examined in detail and discussed in terms of measurement and evaluation elements. In addition to these elements, it has been determined that the content of the subjects includes elements that can help students better reinforce the subjects in line with constructivist education under the title "We Learn by Doing and Experiencing". In this context, the measurement and evaluation elements in the book have been prepared at a level that will improve students' cognitive, affective and psychomotor skills. In addition, the relationship between measurement and evaluation elements and the subjects was discussed and it was determined that these elements were related to the subjects.

It has been determined that when starting the topic, which is one of the main topics in the unit, the preparatory questions are included both to prepare for the topic and to reveal the readiness of the students. It is seen that the in-text questions and activities in the texts are included with the aim of making students active in the subject. It was determined that there was no end-of-text evaluation, self-evaluation, peer evaluation, group self-evaluation and concept map in any of the units. In this respect, it was concluded that there was a deficiency in the book and it was determined that the in-text questions and activities in the unit were not distributed

evenly, as shown in the tables above. Again, measurement and evaluation elements of different types are included in the end-of-unit evaluations at the end of the units. The answers to the tables and graphs in the content of the book are found on pages 222 and 223 of the book. Additionally, the answers to the end-of-unit evaluations are on pages 224 and 225. However, the answers to these open-ended questions are not included in the end-of-unit evaluation answer key. Despite this, it is seen that the correct answers to the wrong answers to the true/false elements included in the end-of-unit evaluations are also included.

3.1.3. Comparison of 7th Grade Textbooks

Both books at the 7th grade level were examined in terms of measurement and evaluation elements. As a result of the review, the measurement and evaluation elements included in the learning approaches in the content of the books were discussed within the framework of their relationships with the subjects and the skills aimed to be acquired in line with the constructivist approach. Various measurement and evaluation elements aimed at improving students' skills were found in both books. In addition, it was determined that the elements were at levels that would improve students' cognitive, affective and psychomotor skills.

The first book examined was a book prepared by a private publishing house. The book was accessed via the EBA network. There are 7 units in total in the book. When the units are examined one by one, it is seen that the measurement and evaluation elements included in each unit are at a level that will improve the cognitive, affective and psychomotor skills of the students. It has been determined that the elements within the unit are not evenly distributed. When the end-of-unit evaluations at the end of the units are examined, it is seen that the elements are mostly at the cognitive level.

The second book examined is the book prepared by the Ministry of Education's own publishing house. The book was accessed via the EBA network. There are 7 units in total in the book. When the units are examined one by one, it is seen that the measurement and evaluation elements included in each unit are at a level that will improve the cognitive, affective and psychomotor skills of the students. It has been determined that the elements within the unit are not evenly distributed. When the end-of-unit evaluations at the end of the units are examined, it is seen that the elements are mostly at the cognitive level.

When both books were compared, it was determined that the measurement and evaluation elements included in the learning approach of the private publishing house's book

were of different types and were more comprehensive. In the MEB publishing house's book, the inclusion of readiness, values, skills and subject headings on the cover page shows that the main difference between the two books is revealed.

Discussion and Result

The subject of social studies aims to educate effective citizens who possess national consciousness, embrace Atatürk's principles and reforms, are aware of legal rules, understand the relationship between the natural environment and humans, demonstrate environmental sensitivity, recognize the impact of economic activities, think critically, base their knowledge on science, and are conscious of global and societal issues (MEB, 2023).

Although social studies was first introduced as a subject in the curriculum in 1953, it was not until 2005 that it found its place within the constructivist education framework. Following updates in the 2018 and 2023 curricula, social studies textbooks now incorporate seven learning approaches. In this context, an examination was conducted on the 7 learning approaches present in social studies textbooks prepared in line with constructivist education principles, specifically focusing on textbooks approved by the Ministry of National Education (MEB) for grades 5, 6, and 7. The study analyzed assessment and evaluation elements, their relationship with learning approaches, and their alignment with constructivist education.

The research employed document analysis to explore how assessment and evaluation serve the primary purpose within the context of 5th, 6th, and 7th grade social studies textbooks. Unlike other studies, this research specifically investigated the assessment elements used in textbooks. The assessment components within the textbooks reinforce the concepts and competencies targeted for students through learning approaches.

Findings from the study indicate that the introductory sections of the textbooks provide clear explanations to enhance content comprehension. Each learning approach is introduced with a title, visuals, and specific learning outcomes. Upon examining the learning approaches within the content, it is evident that the targeted concepts and competencies are reinforced through assessment and evaluation elements. Examples of assessment methods used within the learning approaches include short-answer questions, multiple-choice tests, true-false tests, matching questions, projects, observations, interviews, self-assessment, peer assessment, group assessment, concept maps, word association tests, table or graph creation and interpretation, and concept puzzles.

The assessment and evaluation elements used within learning approaches are categorized into preparatory questions, in-text questions, in-text activities, end-of-text evaluations, self-assessment, peer assessment, concept maps, end-of-unit assessment questions, and group self-assessment. Based on this classification, it has been determined that the assessment and evaluation elements employed in learning approaches align with the fundamental skills outlined in the Ministry of National Education (MEB) curriculum (2023) for research skills, environmental literacy, perception of change and continuity, digital literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation skills, map literacy, legal literacy, communication abilities, collaboration, recognizing stereotypes and biases, evidence utilization, decision-making, spatial analysis, media literacy, spatial awareness, self-regulation, political literacy, problem-solving, and social participation. Consequently, the assessment and evaluation elements in textbooks, designed within the constructivist education model, aim to enhance students' cognitive, affective, and psychomotor skills.

However, it is evident from the findings that assessment elements at the cognitive level are more prevalent. Textbooks serve as essential educational materials, shaping both teaching and learning activities. Therefore, they should guide teachers and be prepared to enhance students' cognitive, affective, and psychomotor skills, along with the other competencies mentioned above. While the assessment and evaluation elements in textbooks are designed within this framework, there is room for further improvement, especially in terms of incorporating more comprehensive elements that address affective and psychomotor skills. As textbooks evolve in subsequent stages, these elements should be developed beyond the cognitive level.

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