

ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
TESTING AND ASSESSMENT GUIDE



The impact of testing and assessment on learning processes and design is widely recognized. Therefore, the effective and accurate execution of these processes is crucial for the quality of education. The purpose of this guide is to establish standards for the assessment and evaluation processes in the School of Foreign Languages, provide guidance to academic staff in the development and implementation of assessment tools, and create quality standards.

SECTION 1: TYPES OF ASSESSMENT

1.1. Quiz

Quizzes are conducted in both semesters, on specified periods in the curriculum. The aim is to prepare students for mid-terms and help them identify areas for improvement. These exams assess students' grammar and vocabulary knowledge, while also evaluating their reading comprehension, listening comprehension, and writing skills. There are no make-up exams for the quizzes. Depending on the learning objectives of the courses, performance tasks that require students to actively use the target language in written and/or oral form may be assigned in place of quizzes from time to time.

1.2. Midterm Exams

There are two midterms per semester, based on the course content, in which grammar and vocabulary knowledge, reading comprehension, listening comprehension, and writing skills are assessed and evaluated. Depending on the learning objectives of the courses, performance tasks that require students to actively use the target language in written and/or oral form may be assigned instead of midterms. These exams, conducted separately for each course, are prepared and evaluated according to predefined criteria. Make-up midterm exams are administered for students with approved medical reports from the Chief Medical Officers.

1.3. Preparatory Class Proficiency Test (Exemption Exam)

The purpose of this exam is to determine whether students have the necessary foreign language proficiency to continue in the English-medium undergraduate programs. The proficiency exam is administered three times per academic year (September, January, June) to assess if students have the appropriate language skills to continue in their departments. Students are required to score a minimum of 70 points (for 30% English-medium programs, 60 points) in each stage of the Proficiency exams conducted at the beginning of the academic year (September) and at the end of the first semester (January). Those who score below the passing grade in any stage cannot proceed to the next stage.

Students who meet the attendance requirements and have an average score of 80 or higher in two semesters are considered to have successfully completed the preparatory program without having to take the exemption exam.

The Proficiency Test consists of three stages:

- The first stage is an 80-question test covering skills such as reading comprehension, grammar, and vocabulary.

- The second stage is the "Writing Skills" exam which measures the writing abilities of students through essays. Students' writings are subject to two evaluations, and the average of these evaluations is taken. If the difference between the evaluations is above 20%, the paper is subject to a third evaluation. If the difference is below 20%, the average of the two evaluations becomes the student's writing exam grade.
- The third stage is the "Listening and Speaking Skills" exam, where students are evaluated on their listening and speaking skills. After the listening exam, students participate in face-to-face interviews. Questions are asked based on predefined topic lists, and students' speaking skills are evaluated for accuracy, fluency, pronunciation, content, turn-taking and comprehension.
- The Proficiency Test average is calculated as follows:
 - 1st Stage - Test: 40%
 - 2nd Stage - Writing: 30%
 - 3rd Stage - Listening & Speaking: 30% (Listening: 50%, Speaking: 50%)

1.4. Placement Test

The placement test is an optional exam conducted at the beginning of the term for the placement of students in appropriate classes in the General English Preparatory Programs (GEPP). Students who do not take this test start their education in the lowest-level classes. The placement test is not conducted in the ELL-ELT (English Language Teaching and English Literature) Preparatory Program.

1.5. Projects and Learning Tasks

In addition to standardized assessment methods, alternate assessment tools such as assignments, projects, and learning tasks are included in the assessment and evaluation processes. This inclusion helps determine the extent to which students have achieved the target goals, while also fostering active participation in the process and enhancing foreign language skills that students will use in real life.

1.6. Performance Grade

Active participation in classroom activities, group work, and discussions is essential for students during the foreign language learning process. In-class active participation is a part of the overall assessment and directly affects the final grade. Students' attendance, performance in classes, out-of-class online activities, and success in assignments and projects are taken into account by the course instructor. At the beginning of each term, instructors communicate the criteria for performance grading to students, both in written (on the syllabus) and oral forms.

SECTION 2: TESTING & EXAM PROCESS ORGANIZATION

The Institute Foreign Language Exam, and Erasmus Language Exam are coordinated by the School Directorate, while other exam assignments are communicated to academic staff after consultation with the department chair through the UBYS UBYS (University Information Management System). Assignments for the Institute Foreign Language Exam and Erasmus Language Exam, and Preparatory Proficiency (Exemption) Exam are communicated to the responsible instructors at least 1 month prior to the exam date. In the preparation of assignments, duties are distributed equally among the staff, and staff who have previously taken on duties are not assigned again until their turn comes. For exams

other than the Institute Foreign Language Exam, Erasmus Language Exam, and Preparatory Proficiency (exemption) Exam, assignments related to exam preparation are prepared by the Department of Foreign Languages, following consultation with the coordinators, and communicated to all staff during the first week of the fall and spring semesters. The assignment letters must clearly state the following:

- which instructor is responsible for preparing which section and how many questions,
- the difficulty levels of the questions,
- who will compile the questions to create the exam in the appropriate format,
- who will handle the answer key, grouping, and initial review process,
- who will conduct the final review of the questions and the last version of answer key,
- who will handle photocopying,
- the dates for each task to be completed,
- any accommodations/ facilities for students with special needs.

All these processes are divided into dates to provide sufficient time for the personnel, and the final dates are added to the assignment notes. The execution of duties is monitored by the exam coordinator and the department chairmanship to ensure adherence to the work plan.

For each exam in the Department of Foreign Languages, a brief information note is prepared, specifically detailing how the exam will be conducted, and it is sent to the assigned personnel via email or the official electronic communication network (UBYS or email). The preparation of this exam directive is the responsibility of the relevant exam coordinator or unit coordinator. The personnel preparing the information note (see: Sample Exam Information Note) must include the following points:

- Exam date, time, and location.
- Documents that invigilators will check (e.g., identification, entrance pass) and collect (if any).
- Allowed time for students to enter the exam and duration of the exam.
- Other relevant details about the exam administration.

2.1. Special Needs Students

While making arrangements for individuals with special needs in the context of educational activities and assessment and evaluation processes is a legal obligation under international agreements, laws, and higher education regulations, it is also a humanitarian responsibility for educators. Therefore, it is of great importance that arrangements and practices related to educational activities and assessment and evaluation processes for individuals with special needs are carried out effectively and accurately. At the beginning of the academic year, the Department of Foreign Languages requests information from the university student affairs department about disabled and special needs students enrolled in the preparatory program. Additionally, based on requests from instructors and students, a list of individuals with special needs is compiled. Besides the standard exam administration procedures, if these students have specific requirements, necessary adjustments are made, including personnel training, providing necessary physical and technological conditions, and adjustments in the evaluation process. For example, if there is a student with a hearing impairment, the procedure for the listening sections of exams is determined, and both the student and the instructors are informed.

Under normal circumstances, in cases where students without any specific conditions or disabilities encounter long-term treatment-requiring chronic illnesses or disability situations during their educational process, similar arrangements and processes should be implemented for these students to protect their educational rights.

SECTION 3: EXAM & TEST DEVELOPMENT

Exams in the Foreign Languages Department are developed by faculty members/instructors chosen by the department chairperson from those who teach the same subject. Exam assignments are communicated through the UBYS at the beginning of each semester. The following points should be considered during the exam preparation process.

3.1. Content

- The questions should directly align with the curriculum and the specified learning objectives, staying within the scope of the unit range and relevant outcomes mentioned in the course content.
- The question content should use vocabulary, structures, and topics that students have encountered before, keeping the unrelated content to a minimum.
- The format of the questions and item types (multiple choice, open-ended, matching, fill in the blanks, etc.) should match the question/exercise formats covered in the classes. For example, if "True/False" type items have not been practised as a learning activity in the relevant exam period, such questions should not be included in the exam.
- The difficulty level of the questions should be appropriate for the level of the course and the content in the textbook.
- Each question item should have a clear purpose. The objectives and the alignment of these objectives with the learning outcomes of the course should be evaluated. Questions focused on recalling and understanding structural information should be minimized, while the ones measuring the authentic language skills students use in real life should be the primary goal of assessment. In line with this, in-class learning activities and performance assignments should be designed accordingly.
- Questions should assess the language skills that students will use in real life. Learning materials and activities should also be prepared accordingly, and exercises such as matching that are used to reinforce micro skills like grammar and writing should not be used as exam material.
- Questions should be prepared by selecting examples that cover and represent all the topics. However, adding every single topic to the exam for the sake of completeness should not lead to unnecessary increases in the length and number of questions. Instead, the aim should be to achieve the most comprehensive measurement with the minimum number of questions using the correct sampling method.
- Equal weight should be given to each unit and topic included in the exam.
- The topics of "Listening" and "Reading" questions should align as much as possible with the content in the textbooks.
- The length of listening recordings and reading texts should be consistent with the course content.
- The primary purpose of the questions should be to measure language skills and target achievements. If students are not provided with the opportunity to conduct research during the exam, questions requiring general knowledge and technical information related to the topic should not be asked.
- The instructions for answering the questions should be easy to understand, clearly stating what is expected from the student.

*Instruction: **Fill in the blanks with simple present.***

Item: I (watch) football matches at the weekend.

*Student Answer: I **simple present tense** football matches at the weekend.*

Considering the information (instruction) provided on how to respond to the question in the example above, we should consider this answer as correct because the student has precisely done what was asked of them. For such a question, the instruction part should be explanatory and understandable, such as *"Fill in the blanks with the correct form of the verbs in brackets using simple present tense."*

- Students should not be held responsible for areas not specified in the instructions. Students should not be expected to guess intentions based on classroom practices. However, in exams that assess skills such as speaking and writing, students may be asked to answer questions based on rubrics provided in advance. In such exams, only the explicitly stated rubric criteria should be used for scoring. For example, if the rubric for a writing assignment does not specify how titles are evaluated and scored, a student should not lose points for not including a title in the exam.
- “Tricky” questions and test items that require excessive attention should not be included, and instead, questions that align with the purpose of measuring language skills and specified outcomes should be used.
- Pre-made exam questions from textbooks (testing and assessment CD/Booklet) are sources that are not fully suitable for preparation programs that use a single source of materials and cater to a general audience. These question sources are typically designed for widespread educational institutions, such as private courses, as practice and reinforcement resources rather than for assessment purposes. Additionally, these resources are easily accessible to students online. Therefore, these sources should not be preferred. If question types and items that align with the objectives and content of the course are found in these sources and are used in the exams, the questions must be updated and it should be used as a reference question for generating different questions that align with the content or based on the content itself.
- It should be ensured that the sources used to create question content are not shared with students in the classroom. The question sources should be materials that students cannot easily access or predict. To prevent the accessibility of questions, exam contents should be created by compiling and updating from different sources.
- When preparing exams, it should be ensured that questions asked in different sections do not inadvertently suggest or provide answers to each other. Even if different sections of the exam have been prepared, the final version of the entire exam should be reviewed by the creators, and necessary modifications should be made in sections where answers could inadvertently overlap.
- To prevent students from repeating the same exam when repeating the class, the questions used in the previous year should not be reused in exams. The selected questions from the exam archive should be from at least two academic years ago.
- Exams are archived for future use in case of need. Exam questions should not be shared with students after the exam and should not be provided as study materials (worksheets).
- Exams should aim to support and instruct learning. Exams should not only serve as assessment tools but also as educational tools that provide feedback to students by identifying their weaknesses and helping determine what aspects of the course need more emphasis.
- For determining the validity and reliability of exams, a comparison can be made with previous years' exams through item analysis and comparing them with exams used in similar programs.

3.2. Alternative Assessment Methods

If assignments and project-like tasks are used instead of standard exams, a task information document is prepared. The task goes through a similar review process as the exam preparation, taking into consideration the opinions of relevant faculty members in the department.

- The task information document defines the task, its purpose, the learning outcomes, stages, deadlines, and evaluation criteria clearly.
- For beginner-level students, task instructions can be written in Turkish to ensure that students clearly understand what is expected from them. Tasks should include activities that enhance students' creativity, critical thinking, and higher-level learning skills.
- Multiple options can be provided in the tasks to give each student an opportunity to choose the learning opportunity that suits their interests and abilities.
- Students should be given sufficient time to complete the task.
- Written assignments must go through a process of detecting plagiarism checks before evaluation. The concept of plagiarism and the scope of evaluation should be clearly stated in the task information.
 - Plagiarism and similarity should be treated separately. High similarity does not automatically imply plagiarism, just as low similarity does not guarantee the absence of plagiarism. Plagiarism assessment should focus on instances where statements taken from other sources are presented without proper citation. Similarities arising from the title of the task, reference lists, headings, and direct quotations should not be considered as plagiarism. Additionally, random similarities should be disregarded. However, if the student deliberately presents a sentence as if it were their own when it is not, this would be considered plagiarism.
 - The consequences of plagiarism, whether the entire task or only the section in question will receive a zero grade, should be clearly stated in the task information.
- The task information document should be verbally explained to students in the classroom.
- The assessment of tasks should not only focus on the final work but also on the process. For example, if an "essay" task is given, not only the final essay but also the outline, first and second drafts, and the final draft should be evaluated separately.
- Data and documents related to these practices that replace exams should be preserved in accordance with the Personal Data Protection Law.

3.3. Page Layout

- The top of the first page of the exam should contain the department-prepared header/information section with the level, name, duration, and date of the exam.
- Exams should be written using computer programs such as Microsoft Word. Questions should not be in image or scanned PDF/JPG file formats.
- When necessary, corrections, additions, and deletions should be made on the computer/ using Word in a way that allows for easy editing.
- The formatting features of the exam, such as writing style, line spacing, font size, and margins, should be consistent.

3.4. Exam Preparation Process

- Examinations go through processes of question creation, verification of questions, grouping, and preparation of examination documents. Since a delay in one stage can lead to delays in other stages in the process of preparing exams, the tasks assigned must be completed within the timeframes determined by the department chair. A minimum of 15 business days is granted to the relevant instructor for the preparation of an exam.
- Care should be taken for the security of the devices and databases where exams are prepared and stored. In addition, leaving exam flash drives in classrooms or forgetting to log out of institutional or personal email, Microsoft Teams, and similar accounts on computers in classrooms or elsewhere poses a threat to exam integrity.
- When the exam file is downloaded to print exam copies in the photocopy room or elsewhere, the exams must be deleted both from the local disk and from the recycle bin, and it must be ensured that logouts are made from the email accounts where the exams are stored.
- Prepared questions should not be shared with individuals other than the instructors assigned in the relevant exam stages, including other academic personnel at the college. Even if previous exams are to be used, this information should not be shared with academic personnel other than the question creators.
- To be prepared for the possibility of questions being lost, stolen, disclosed, or in the case of exams with a makeup option for students, a backup exam or alternative assessment method should be readily available.
- Alternative assessment methods to be used in case of situations such as natural disasters, epidemics, and similar circumstances preventing the administration of exams should be planned in writing alongside the exam.

3.5. Question Review

- The instructor who prepares the questions sends the questions to the relevant instructor for review before the deadline specified in the exam assignment table. The questions sent for review should be submitted without answers.
- A minimum of 5 business days is given to the instructor assigned to review the questions.
- The exam proctor reviewing the questions answers all questions, evaluates the difficulty level, alignment with the curriculum and learning objectives, content within the measurement and evaluation guidelines, and quality of the questions, and makes necessary changes. If these changes require more than just corrections but alterations to the questions, a request is made to

the instructor who prepared the questions, along with the justification, to modify the relevant questions.

3.6. Duplicating Questions

- Exam questions are duplicated by making photocopies at least three business days before the exam date.
- The questions are duplicated by the assigned instructors according to the class sizes and placed in envelopes.
- Each envelope contains exam papers and a student signature list, distributed equally among all groups based on class size.
- It is ensured that the exam papers are photocopied on both sides, that the writing is clear and error-free, and that the pages are complete.
- Information such as the faculty and department name (or college for preparatory exams), academic year and semester, exam type, number, department, and branch name are written on the envelope containing the exam documents.
- The duplicated exams are stored in a locked cabinet until the exam date.

SECTION 4: ADMINISTRATION OF EXAMS

Exam proctors administer the exam while adhering to the following exam implementation rules and considering the exam information provided.

- Exam dates and times are communicated in advance to both students and exam proctors. On the day of the exam, proctors must arrive at the designated building at least half an hour before the exam starts, and receive exam materials from the unit/exam coordinator 15 minutes before the exam.
- If there are unfamiliar students in the exam room, the proctor must verify their student IDs. If a student does not have their ID, they must present another document as a substitute. If none of these documents is available, a record is made, and the situation is reported to the coordinator.
- The exam proctor is responsible for ensuring a secure and peaceful environment for the exam. At least 10 minutes before the exam starts, the proctor checks the physical conditions of the room and makes necessary adjustments. They ensure that there is heating, lighting, sufficient desks, and necessary technological equipment. If they encounter a problem they cannot handle alone, they communicate it to the backup exam supervisor or coordinator.
- After distributing the exam sheets and/or optical forms, students are required to check their question booklets. If there are missing pages, faint writing, or paper deformities, a new question paper is provided.

- Throughout the exam and at the end, the proctor checks whether students have correctly entered their name, student number, class, and other information on the question booklets and, if applicable, optical forms. If there is any discrepancy, the student is informed.
- The exam proctors should remain in the exam room from the start to the end of the exam.
- Ensuring the integrity of the exam and preventing any suspicion and cheating is a priority during the implementation of the exam. However, it is essential to avoid behaviors that may increase students' anxiety or stress, which might potentially impact their performance negatively. A reassuring and stress-reducing attitude should be maintained.
- Preventive measures should be taken to prevent cheating. It is important to proactively address the issue of cheating. The process of discipline investigation and proving cheating after the act can be lengthy and difficult. Therefore, measures to prevent cheating should be taken before it occurs.
- To prevent students from cheating, they should be seated in random order based on student number, last name, a seating plan provided by the proctor, or other methods.
- Students must turn off and securely store their mobile phones and similar communication devices where they are visible.
- Students should not have any study materials, books, notebooks, bags, coats, etc., on their desks or chairs.
- To the extent possible, students should be seated far apart from each other in different desks or chairs.
- When distributing exams, it is important to ensure that students in adjacent seats or rows have different question booklets.
- If a student is caught cheating, the proctor should secure the cheating materials and the student's exam paper along with a record of the incident.
- Details of the cheating incident, including the nature of the cheating, the time it occurred, and the specific section of the exam, should be recorded and reported to the Department of Foreign Languages in written form. If any materials were used for cheating, these should be included in the report. The report is sent to the student's affiliated department/program.
- The exam proctor should have their mobile phone with them during the exam to facilitate communication and support if needed.
- During listening exams, care should be taken not to disturb students when collecting signatures. Signatures should be collected before or after the listening section to prevent students from being distracted.
- Proctors should effectively observe students during the exam, periodically walking around the room to check on them. However, to avoid disturbing students, quiet shoes should be worn, and noise should be minimized while moving around the exam room.
- A proctor should not be alone with a single student in the exam room. There should be at least two students present in the room. If it is necessary to conduct an exam with only one student,

the exam room's door should remain open, and the student should be seated where they can be seen from the outside.

- The instructor who is supervising during the exam should not engage in any activities that would hinder their supervision duties, such as removing answer keys, reading books, or observing the exam. If there is another proctor present, they should avoid engaging in conversation to prevent distraction.
- The instructor assigned to exam duties should not leave the exam duty location during the exam. In case of an emergency or unexpected situation, or if they have a need, they should communicate with the exam coordinators or administrators.
- Once a student leaves the exam room, they are not allowed to return to the exam.
- Signatures should be collected from all students taking the exam. Otherwise, a student who did not take the exam may claim participating in the exam.
- At the end of the exam, exam materials should be counted, and the exam record should be completed without omissions.
- The relevant exam materials should be handed over to the course instructor just after the exam.

SECTION 5: EVALUATION

- Exam results are announced to students through UBYs within the timeframes specified in the academic calendar, as set by the department, or, if neither of those is available, no later than 2 weeks (14 days) from the date of the exam. When sharing exam results, practices that violate personal data protection laws should be avoided, and results should be posted in a manner where each student only sees their own score.
- During exam evaluation, it is essential to use clean exam paper and avoid any notes or markings that could negatively impact the student's motivation.
- In case of a student's objection, exams will be re-evaluated by another faculty member. To avoid influencing the faculty member who will conduct the re-evaluation, any notes or markings that might affect their judgment should be avoided on the exam paper.
- Scoring should be clear and comprehensible. The points earned by the student from each section/criterion should be clearly indicated.
- For short quizzes and midterms, students' deficiencies should be identified based on the exam results, and individual or collective feedback should be provided to students. Activities that address students' deficiencies should be organized.

Before the evaluation of written and speaking exams, a norming meeting should be held. Sample exam papers/speaking exam recordings should be collectively evaluated by the group of faculty members, aiming to ensure consistent evaluation across all examiners.

- Evaluation of speaking and listening exams should be based on rubrics, avoiding subjective evaluations.

- Exam rubrics should not only include evaluation criteria and scoring but also clearly indicate the meaning of each criterion and score value. (Refer to the sample rubric and scoring table below)
- When showing the exam paper to students, a controlled environment should be established to prevent students from making changes to the paper, and the exam documents should be securely stored. Before showing exam papers to students, devices capable of taking photos of the exam paper (such as mobile phones, tablets, smartwatches, etc.) should be collected.
- Completed exams are retained by the faculty member until the end of the semester. Within two weeks from the final grade entry date of the semester exams, the exams are handed over to the Foreign Languages Department secretary, documented with signatures, and archived.
- Exam results, class averages, and faculty members' opinions are considered in the evaluation of the relevant exam items. Adjustments for subsequent exams are noted, and the exam information is archived digitally.

Note: The compliance of exams with this guide is monitored by unit coordinators and the department chair. Positive and negative aspects observed during exam development, administration and evaluation are assessed by unit/exam coordinators, leading to evaluations and updates for future exams. Faculty members' opinions on exams and assessment processes are collected during unit meetings. This document is updated annually based on these evaluations, incorporating new items and changes.

At the beginning of each semester, students are thoroughly informed about the assessment and evaluation processes. Every faculty member should have a good understanding of the assessment and evaluation system. If necessary, this guide and the foreign language education and teaching directive should be reviewed to ensure accurate information is provided to students.

Sample Exam Information Note

Dear School Member,

The Institute Foreign Language Exam will be held in person on January 3, 2023, Tuesday, from 11:00 to 13:00. In order to ensure the successful administration of the exams, please follow the instructions below:

- ☐ Be present at the Foreign Language Department (YDYO) no later than 10:00 to minimize possible issues or delays and to be able to provide solutions if needed.
- ☐ Collect the exam documents with a signature from the exam coordination office (1st floor, in the corridor where the administration is located) at 10:15.
- ☐ Proceed to the exam room where you will be assigned at 10:30.
 - Prior to the start of the exam, verify the students' identities and exam entry documents (Only valid ID cards, Turkish Republic Identity Cards, or Passports are accepted. Documents other than these will not be valid. The student's ID card or Turkish Republic Identity Card should contain the student's T.C. Identity Number and photograph, and the passport must be valid). If any student does not have a valid ID or exam entry document, direct them to the exam coordination office. In anticipation of students possibly entering the wrong exam room, check if the names of the students in the exam room are on the student list for that particular room.
- ☐ Prior to the start of the exam, ask students to turn off their cell phones, smartwatches, and similar communication devices, and collect these items in a place where students cannot access them during the exam.
- ☐ Ensure that students are seated with adequate space between them in the exam room.
- ☐ Before the exam starts, distribute the optical forms and ensure that students properly code the necessary fields. Remind them to use only a pencil for coding.
- ☐ After students complete their coding, check if there are any deficiencies in their coding and ensure that the group's question booklet is correctly marked.
- ☐ The following fields should be coded on the optical form before the exam: Name, Surname, T.C. Identity Number, Student Number, Booklet Group, Signature.
- ☐ For inactive candidates, coding only their T.C. identity number is sufficient.
- ☐ If the student's number doesn't fit in the designated field on the optical form, instruct them to code their T.C. identity number.
- ☐ Distribute the question booklets to students 10 minutes before the start of the exam and instruct them not to open the booklets until the exam starts.
- ☐ 5 minutes before the exam starts, ask students to check their exam papers based on page numbers. If there is an issue such as blurry or empty pages due to a photocopier malfunction, replace the question booklet with a backup.

- The exam consists of Groups A and B. Distribute question booklets in a way that ensures students have different booklets from the students in front of, behind, and beside them.
- Prior to starting the exam, announce the following instructions to the students orally, and conduct the exam accordingly:
 - *The exam consists of 80 multiple-choice questions.*
 - *The time given for the test is 120 minutes and leaving the exam room during the first 30 minutes is not allowed.*
 - *The evaluation of the exam will be based on the number of correct answers; incorrect answers will not be considered.*
 - *On the optical form, complete all fields accurately and make sure that you have coded correctly. No corrections will be made for group or identity information coding mistakes.*
 - *Any candidate leaving the exam room for any reason during the exam will not be readmitted to the exam.*
 - *Students are prohibited from having course materials, dictionaries, books, paging devices, cell phones, smartwatches, and similar communication devices with them during the exam. Students should not bring such items to the exam, and if they do, they must surrender them to the exam coordinators until the end of the exam. The exams of candidates found with these items will be invalidated.*
 - *Asking questions, talking, and exchanging materials such as pens or erasers during the exam is prohibited.*
 - *Students will be able to access their exam results through UBYS.*
 - *No exam result documents will be issued. The exam results will be transferred to the relevant institute through UBYS.*
- The exam duration is **120 minutes. Start and finish the exam on time (1st Session: 11:00 - 13:00 and 2nd Session: 14:00 - 16:00).**
- **Do not allow students to leave the exam room during the first 30 minutes.**
- **Do not admit students to the exam room if they arrive after the first 15 minutes.**
- **Remind students about the time at the last 30 and 15 minutes.**
- There is no need to collect entrance documents or similar items from candidates.
- **If there is an erroneous question or if a student claims a question is incorrect, do not intervene. Make the following announcement: "Continue with your exam, and if necessary, the question will be cancelled." Report the situation to the exam coordination office.**
- **Never leave your assigned duty location during the exam. In case of an emergency or unexpected situation, or if you have a need, contact Instructor Dr. Gökhan HINIZ or Instructor Recep Coşkun GÜREL.**
- **Do not engage in other activities during the exam, such as reading books or reading the exam paper.**
- At the end of the exam, submit the exam documents, including the signed forms, marked optical forms, and blank optical forms, to the exam coordinator.

- ☐ When submitting the exam documents, place the signed forms and question papers in the same exam envelope.

I have read the above instructions and administered the exam accordingly.

[Your Signature]

Sample Essay Score Table

	Criteria (Grading Box)	Strong	Proficient	Developing	Emerging	Beginning	Poor	Grade
	Title	5	4	3	2	1	0	
Introduction	Hook	5	4	3	2	1	0	
	Connecting Inf.	5	4	3	2	1	0	
	Thesis Statement	5	4	3	2	1	0	
Body	Body 1	10	8	6	4	2	1-0	
	Body 2	10	8	6	4	2	1-0	
	Body 3	10	8	6	4	2	1-0	
	Conclusion	10	8	6	4	2	1-0	
	Content and Format	20-18	17-14	13-9	8-5	3-4	2-1	
	Structure & Mechanics	20-18	17-14	13-9	8-5	3-4	2-1	
Teacher's notes:						Total Exam Score		

Sample Essay Rubric

	Strong	Proficient	Developing	Emerging	Beginning	Poor
Title	Attention-grabbing, and easy to read, use words that create a positive impression and stimulate the reader's interest. Accurate	Attention-grabbing and interesting. Accurate	Relates to the topics	Partly relates to the topic.	Does not relate to the topic, and is not interesting or inviting.	Difficult to understand or no title
Points	5	4	3	2	1	0
	Strong	Proficient	Developing	Emerging	Beginning	Poor
Hook	A well-written and interesting hook such as a famous quote, surprising, shocking fact, analogy and a unique scenario It creates interest, curiosity and willingness to read by grasping the reader's attention.	A well-written hook that creates interest and attention using an interesting rhetorical question or opening.	Hook creates some interest.	A simple hook or a simple rhetoric question	An attempt to write a hook but not interesting	Difficult to understand the hook, or the introduction starts without a hook
Points	5	4	3	2	1	0
Connecting Inf.	Writes three to five interesting information sentences that logically and interestingly connects the hook to the thesis statement	Writes three to five sentences that progress to the thesis logically	Writes three to five sentences that progress to the thesis.	Writes three to five sentences that do not directly relate to the thesis or contribute to the progress of ideas	An attempt to write connecting information but either too short or irrelevant	There are just a few random sentences that do not

						relate to the thesis
Points	5	4	3	2	1	0
Thesis Statement	A well-formed, interesting and grasping thesis that states or implies the main idea and topic of the essay directly or indirectly	A well-formed thesis that states or implies the main idea and topic of the essay directly or indirectly	The thesis states or implies the main idea and topic of the essay directly or indirectly	A simple sentence that introduces the main idea and topic of the essay directly or indirectly	A vague thesis. It is difficult to understand the main idea and the topic.	An attempt to write a thesis but unclear, no apparent basis
Points	5	4	3	2	1	0
Body Paragraphs	Body paragraph contains a clearly focused topic sentence that relates to the essay's thesis. Presents relevant and effective ideas and insights using at least two supporting sentences Presents evidence and details (minors) that are concrete and specific, and they effectively represent the stance of the writer Includes a transition sentence or concluding sentence depending upon the flow of the essay	Body paragraph contains a topic sentence that relates to the essay's thesis. Presents relevant ideas and insights using at least two supporting sentences Presents evidence and details (minors) Includes a transition sentence or concluding sentence depending upon the flow of the essay	Body paragraph contains a simple beginning sentence that partly relates to the thesis of the essay. Presents common knowledge or everyday ideas and insights with the use of at least two supporting sentences Presents evidence and details (minors) Includes a transition sentence or concluding sentence depending upon the flow of the essay	The paragraph has no clear topic statement that relates to the thesis Simply stated ideas with limited supporting details. Supporting information is not concrete or specific. There are not enough supporting ideas to adequately analyse the topic There are no details for the supporting sentences, insufficient space or details (minors).	An attempt to write a topic sentence Supporting ideas are weak or too simple. The paragraph does not adequately support the main idea and explain the topic of the essay.	The body paragraph is either too short or irrelevant to the main idea and the topic of the essay.

Points	10 (For each body paragraph)	8 (For each body paragraph)	6 (For each body paragraph)	4 (For each body paragraph)	2 (For each body paragraph)	1-0 (For each body par.)
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Word Limit: 230-250 (10% below and above acceptable)

Words Below 205 words: -25%

Words Over 275: - 10%

Words Below 60– Task not fulfilled =1pts.

Off-The-Topic: Task not fulfilled /01 Point.