



**İSTANBUL KENT
UNIVERSITY**



ISTANBUL KENT UNIVERSITY
School of Foreign Languages

ENGLISH PREPARATORY PROGRAM
SCHOOL OF FOREIGN LANGUAGES
“TESTING, ASSESSMENT
AND EVALUATION SYSTEM”

2024-2025

HANDBOOK

English Preparatory Program
School of Foreign Language
Istanbul Kent University

HANDBOOK

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I. OUR PURPOSE

This guidebook is primarily created to assist all Testing and Assessment Department members at İstanbul Kent University's English Preparatory Program. It is intended to help those responsible for evaluating and assessing students' learning progress through various testing and assessment techniques. Additionally, it serves as a resource for all English Preparatory Program instructors, offering insights into the fundamental testing, assessment, and evaluation methods, policies, and principles of the İstanbul Kent University English Preparatory Program.

OUR VISION

Our vision is to ensure that our students' language knowledge and performance are assessed with the utmost quality and security. We aim to utilize theoretically robust, innovative, and relevant approaches and methods.

OUR MISSION

Our mission is to precisely measure and understand student achievement while providing support to their learning through the most effective testing methods and tools. We are dedicated to establishing and maintaining a testing environment that allows students to perform at their highest potential.

OUR CORE VALUES

Our work is guided by the following core values:

Objectivity and Fairness:

We are committed to remaining impartial and free from external influences when assessing student knowledge and performance. Our evaluations are based on clearly defined objective criteria and standards, ensuring that our judgments are not affected by emotions or personal biases.

Transparency:

We believe that students should be actively involved in the testing and assessment processes whenever possible. We must provide clear, consistent, and accurate information about our testing and assessment policies, procedures, and techniques to both students and all other stakeholders.

Innovation:

In addition to using current and widely accepted testing and assessment methods, we prioritize an innovative approach in all aspects of our work, including test design, delivery, administration, scoring, task development, and the application of applied linguistics and second language acquisition research to language assessment.

Humanism:

We strive to create testing and assessment tools that are relevant, meaningful, and motivating. Our exams are conducted in a secure, non-threatening environment, enabling students to perform at their best.

Professionalism:

We are committed to maintaining the highest quality in our testing and assessment standards and practices. To ensure continuous improvement, we actively gather feedback, analyze it, and make necessary adjustments through meetings with our teachers and other Department members regularly.

OUR APPROACH

At the Testing and Assessment Department of Kent English Preparatory Program, our approach is to prioritize assessment for learning. We encourage students to take an active role in their own learning and responsibility for their progress. Our goal is to provide both teachers and students with valuable feedback on students' progress toward the curriculum's learning objectives. This feedback, whether verbal or written, helps students improve their performance, highlights their strengths, and identifies areas for growth.

We design test items and tasks that are contextualized around meaningful, relevant, and engaging topics, replicating real-world scenarios to ensure authenticity. We utilize a variety of assessment tools to enhance student performance and ensure that all our assessment processes are student-centered, humanized, and relevant to their curriculum.

OUR PHILOSOPHY

The philosophical foundation of our testing and assessment system is built on the following five perspectives:

1. "The aim of assessment is primarily to educate and improve student performance, not merely to audit it." (Wiggins, 1998).
2. Self-assessment is the first step in any assessment process.

3. A student is more than just a test score. Therefore, testing and assessment should not merely focus on summative assessment.
4. Testing and assessment should focus on what is done with learners before, during, and after learning.
5. Language testing and assessment should be closely linked to language teaching and real-life language use.
6. Language testing and assessment should also be a preparation for students' departments.
7. Language testing and assessment includes a student-centered approach to assess their skills and performance.

TESTING AND ASSESSMENT TOOLS OF ISTANBUL KENT UNIVERSITY ENGLISH PREPARATORY PROGRAM

Placement Exam

Our placement is taken at the Taksim Campus. The test is done in the computer lab. Examinees who get B1 or above take the Proficiency Exam which includes Writing and Speaking part. Students who get A1 and A2 begin the module from their level. The test assesses Reading, Listening, Grammar, and Vocabulary skills. Overall, the exam sorts the new students into teaching groups so that they are approximately the same level as others when they start the İstanbul Kent University English Preparatory Program.

Proficiency Test

The students who get/will get an education at universities with preparatory classes must develop their knowledge of English to a sufficient level at which they can follow their lessons to be done in English in their future academic fields. Our students must get at least 60 points out of 100 to be successful in our Proficiency Exam (KELT) organized by Testing Departments. Those who get 60 or over are exempt from the English Preparatory Program and obtain the right to start in their faculty departments.

Portfolios

For each level, we use Portfolio System. Mainly, there are Reading, Writing and Speaking Portfolios by integrating other subskills such as Presentation, Discussion, and students are also evaluated by their grammar and vocabulary knowledge. Portfolios also enable our students to assess the degree of success of teaching and learning and to identify their weaknesses and strengths. They are designed primarily to measure progress as a means of motivating or reinforcing language.

End of Module Exam

They are mainly designed for the students to show the intended mastery of our English Preparatory Program syllabus objectives. That is, they assess the students' level of competence in the knowledge and skills taught throughout the related program. Our End of Module Exam successively includes Reading, Use of English (for A1, A2, and B1 levels), Listening, Writing, and Speaking.

THE TEST USEFULNESS FACTORS ALL OUR TESTS ARE BASED ON**➤ RELIABILITY**

To enhance the reliability of our testing and assessment procedures and tools, the English Preparatory Program Testing and Assessment Department at İstanbul Kent University undertakes the following:

- Provides clear, easy-to-understand, level-appropriate, and explicit instructions for all test items and tasks.
- Crafts unambiguous test items to avoid confusion.
- Ensures that tests are well-organized and perfectly legible.
- Familiarizes students with the test format and techniques through Portfolios and Practice Exams.
- Uses test items that allow for objective scoring whenever possible, alongside subjective ones.
- Establishes agreed-upon response standards for answer keys.
- Provides comprehensive training to all scorers before the marking process to ensure consistency in grading.
- Pursuing pre-tests before each exam with the same level coordinator in the module.
- Carefully selects response test items, avoiding distractors that might give clues to test-wise students.
- Develops double-checking procedures to ensure accuracy.
- Employs proofreaders to identify and correct any poorly constructed test items and tasks.
- Designs a table of test specifications (blueprint) before writing the tests.
- Informs students of all the criteria and standards (rubrics) that will be used for evaluation.
- Strives to create a testing environment that offers an equal opportunity for success to all students taking the test.

- Continuously collects and analyzes feedback from all stakeholders to improve policies, procedures, principles, and practices.
- Shares its testing, assessment, and evaluation system with English Preparatory Program students through the student handbook at the start of each academic year.

➤ **VALIDITY**

In the design and planning of our tests, the Testing and Assessment Department at Istanbul Kent University always considers the following types of test validity:

1. Content Validity

All our testing and assessment tools:

- Test only what they are intended to assess.
- Cover a representative sample of the content taught in the program.
- Include relevant content that addresses the real-life language needs of the students.

2. Construct Validity

All our testing and assessment tools:

- Assess the theoretical construct they are designed to measure.
- Are based on sound theoretical approaches for all subjects tested.
- Contain only items and tasks similar to those used in the program.
- Test the knowledge and skills outlined as specific syllabus objectives (learning outcomes).

3. Concurrent Validity

All our testing and assessment tools:

- Provide results that are consistent with the students' performance across similar assessments.
- Yield performance results comparable to related in-class performance.
- Align students' performance with the perceptions of the program instructors.

4. Predictive Validity

All our testing and assessment tools:

- Can predict students' real-life language performance to some extent.
- Are clearly linked to target language use situations.

5. Face Validity

All our testing and assessment tools:

- Appear to measure the content, variable, or construct they are supposed to assess.

- Maintain a consistent design and format.

➤ **AUTHENTICITY**

To enhance the authenticity of our test contents, components, and items, the English Preparatory Program Testing and Assessment Department at İstanbul Kent University strives to:

- Design testing and assessment tools that closely simulate and reflect real-life situations and conditions.
- Encourage student responses that require the complex application of knowledge and skills in unpredictable real-world contexts.
- Provide contextualized, level-appropriate intellectual challenges that align with targeted learning outcomes, rather than isolated tasks.
- Involve students' own research or application of knowledge, where "content" serves as a means to demonstrate understanding.
- Set realistic time constraints for all assessments.
- Incorporate self-assessment as a part of the evaluation process.
- Address students' diverse learning styles, aptitudes, and interests.
- Gradually increase the level of authenticity at different language proficiency levels.
- Limit the size of content submissions to avoid overburdening both students and instructors, ensuring that feedback remains valuable.

➤ **IMPACT**

Our English Preparatory Program Testing and Assessment Department aims to improve the quality and impact of its testing and assessment tools in the following ways:

- Help students feel a sense of accomplishment from the tests they take.
- Create a positive impact, or "washback effect," on both students and instructors.
- Support the learning speed and quality of students by providing feedback based on data collected through various channels, such as questionnaires and focus group discussions.

The core goals are to enhance the students' sense of achievement, generate a positive influence on the learning process, and use data-driven feedback to improve student learning outcomes

➤ THE TESTS PREPARED AND ADMINISTERED BY THE TESTING DEPARTMENT

Our English Preparatory School Testing Department is mainly responsible for preparing and administering the below tests:

- Placement
- Proficiency (KELT)
- Erasmus exam
- Portfolio
- End of Module Exam

➤ MAKE-UP EXAM POLICY

Make-up exams are given only for the Midterm and Final exams provided that the student either brings a doctor's report about their condition no later than three days after the date of the missed exam or a valid excuse proving their condition officially with an authorized signature. No matter what they are, the problems related to the students' families are not accepted as a valid excuse.

There are only four acceptable excuses for the missed exams:

1. Illness: Official certification is required from the student's doctor, typed on a medical report certifying that the student was ill on the day of the exam. This must be handed in with the appropriate 'KEPP Exam Make-up Petition Form' (available from the Testing Office and in Teams Class; in the student Policy folder) no later than three days after the date of the missed exam.

2. Funeral Attendance: Official proof of funeral attendance with the date of the ceremony clearly listed is required. This must be handed in with the appropriate 'KEPP Exam Make-up Petition Form' (available from the Testing Office and in Teams Class; in the student Policy folder) no later than three days after the date of the missed exam.

3. Sports events: A signed letter from the student's coach or official information document no later than three days after the exam must be handed in with the appropriate KEPP Exam Make-up Petition Form (available from the Testing Office and in Teams Class; in the student Policy folder) no later than three days after the date of the missed exam.

- Students who do not conform to this policy will not be allowed to make up the missed

exam.

- Students who miss Midterm and Final exams without a legitimate excuse will automatically receive 0 points for that exam.
- The students who miss an assignment portfolio or in-class assessments will automatically receive 0 points.
- 'KEPP Exam Make-Up Petition Forms' and all other necessary paperwork that is handed in more than three days after the date of the missed exam will NOT be accepted and the students will receive 0 points for that exam.
- The content and the organization of the make-up exam do not have to be the same as the missed exam.
- The date of the makeup exam is determined by the Testing Office upon the approval of the makeup exam request form.

Assignments

Homework assignments are one of how learning can be extended to outside class hours. Students are responsible for their own assignments. If a student is absent, he/she is responsible for sending the homework via e-mail, etc., and also responsible for finding out what work was assigned and getting copies of it.

➤ OBJECTION FORM POLICY

Our 'KEPP Exam Objection Form' is allowed to be handed in for all exams and assignments. Students must bring this Form no later than three days after the date of the missed exam or a valid excuse proving their condition officially with an authorized signature. In three days, the Testing Department analyses the issue and gives information to the student via E-mail or their teacher within three days.

There are only three acceptable issues for the Exam Objection Form:

- Grading issues related to the exam
 - Student's objection to their exam grade
 - Cheating or Plagiarism issues are considered
- *KEPP Exam Make-up Petition Form and KEPP Exam Objection Form are given below*

REPUBLIC OF TÜRKİYE / TÜRKİYE CUMHURİYETİ
İSTANBUL KENT UNIVERSITY / İSTANBUL KENT ÜNİVERSİTESİSCHOOL OF FOREIGN LANGUAGES / YABANCI DİLLER YÜKSEK OKULU
MAKE-UP EXAM REQUEST FORM / MAZERET SINAVI DİLEKÇESİ

DATE / TARİH: ____ / ____ / ____

To the Directorate of School of Foreign Languages / Yabancı Diller Yüksekokulu
Müdürlüğüne,

I couldn't sit the _____ exam below on its time and date. I hereby
request to take make-up. My medical report is attached. / Aşağıda belirtilen
_____ sınavına katılamadım. Mazeret sınavına katılmak istiyorum. Sağlık
raporum ektedir.

EXAM / SINAV

Name – Surname / Adı - Soyadı	STUDENT'S INFORMATION / ÖĞRENCİ BİLGİLERİ
Student Number / Öğrenci No	
Class Code / Sınıf Şubesi	

Student's Signature / Öğrencinin İmzası

<p><i>This section will be filled by the Exam Committee / Bu bölüm sınav komitesi tarafından doldurulacaktır.</i></p> <p><i>The student can: / Öğrenci:</i></p> <p><input type="checkbox"/> Take the make-up exam. / Mazeret sınavına girebilir.</p> <p><input type="checkbox"/> <u>Not</u> take the make-up exam. / Mazeret sınavına giremez.</p> <p><i>Date / Tarih: ____ / ____ / ____</i></p>

**REPUBLIC OF TÜRKİYE / TÜRKİYE CUMHURİYETİ**
İSTANBUL KENT UNIVERSITY / İSTANBUL KENT ÜNİVERSİTESİ**SCHOOL OF FOREIGN LANGUAGES / YABANCI DİLLER YÜKSEK OKULU**
EXAM OBJECTION FORM / SINAV NOTUNA İTİRAZ DİLEKÇESİ

DATE / TARİH: ____ / ____ / ____

To the Directorate of School of Foreign Languages / Yabancı Diller Yüksekokulu
Müdürlüğüne,

I hereby request re-evaluation of the result of _____ exam below.
/ Aşağıda belirtilen _____ notunun tekrar değerlendirilmesini saygılarımla
arz ederim.

EXAM / SINAV	GRADE / NOTU

Name – Surname / Adı - Soyadı	STUDENT'S INFORMATION / ÖĞRENCİ BİLGİLERİ
Student Number / Öğrenci No	
Class Code / Sınıf Şubesi	

Student's Signature / Öğrencinin İmzası

This section will be filled by the Exam Committee / Bu bölüm sınav Komitesi tarafından doldurulacaktır.

In the exam's grade / Sınav notunda

- ☐ ***There is an arithmetical error. / Maddi hata vardır.***
☐ ***There is not an arithmetical error. / Maddi hata yoktur.***

Date / Tarih: ____ / ____ / ____

➤ INCOMING STUDENTS

1. If an incoming student presents a passing score from any of the following senate-approved exams, he or she earns the right to enroll in their freshman programs at their faculties.

EXAM TYPE	SCORE
KELT*	60
TOEFL IBT	79
PTE Akademik	55
Oxford Test of English	B2
Yabancı Dil Sınavı (YDS)	70

**Kent University Proficiency Exam*

2. If a student does not provide a passing score from an exam stated in the list above, they must enter our English Preparatory Program Placement Test.

3. If a student gets an A2 or below on the Placement Test, they must start the Preparatory School Module from their level in the upcoming term.

4. If a student gets B1 or above, they must take the Proficiency Exam afterward which includes the Writing and Speaking part.

5. If a student gets a score of 60% or above on the proficiency exam, they earn the right to proceed to the Freshman Program

➤ OUR TESTING AND ASSESSMENT POLICY

At our English Preparatory Program, the Testing and Assessment Department is mainly responsible for the development of high-stakes assessment tools. These tools are midterm and final exams, proficiency, and placement exams, as well as final exam make-ups. Along with the high-stakes tests, the short portfolios given throughout the program are also prepared by the Testing and Assessment Department.

The weight of the End of Module Exam (MET) is 50 % in calculating the end-of-module average of the program students. The remaining 50% is made up of a variety of in-class assessment tools such as in-class writings, projects, discussions, debates, presentations, etc.

These are prepared by class teachers and monitored by level coordinators; only the portfolios are prepared by the Testing and Assessment Department for all levels. The Testing and

Assessment Department also provides feedback/support on demand.

The Testing and Assessment Department is also in charge of the administrative issues related to these tests – e.g. analyzing the test results and retention of all the records.

➤ **ASSESSMENT PERCENTAGES OF LEVELS AND PROFICIENCY EXAMS**

ASSESSMENT COMPONENTS	
A1	
Exam	Percentage
Portfolio	60
Mid-term Exam	30
Online Homework	10
MET	50
A2	
Exam	Percentage
Portfolio	60
Mid-term Exam	30
Online Homework	10
MET	50
B1	
Exam	Percentage
Portfolio	60
Mid-term Exam	30
Online Homework	10
MET	50
B2	
Exam	Percentage
Portfolio	60
Mid-term Exam	30
Online Homework	10
MET	50
PREFACUTY	
Digital Portfolio	45
Article Review	55

Teachers are given both Instructor and Student Manual for each portfolio. In both manuals, students and teachers are informed of the topics, guidelines, schedule, including Objection form at the end with e-mail of the testing unit attached.

**SOFL****ISTANBUL KENT UNIVERSITY**
School of Foreign Languages**2024-2025****PROCESS WRITING MANUAL for Instructors****Opinion Paragraph (Sample)**

WHEN First Draft: 14.10.2024 - Final Version: 18.10.2024	FIRST DRAFT on MONDAY Process writing will begin at 11:30 Process writing will finish at 13:00	SECOND DRAFT on FRIDAY Process writing will begin at 11:00 Process writing will finish at 12:30
This assessment aims to develop students' ability to write a clear and coherent opinion paragraph between 80-120 words. This paragraph writing assessment will follow a process writing approach. Students will write a first draft in class, receive feedback, and then revise their work to create a final draft.		
Attendance and Makeup Policy:	<ul style="list-style-type: none"> If some students are absent on the first draft day of the process writing assessment, they must write their first draft in class, on the second draft day. They get zero (0) from their first draft since they are absent on the first draft day. However, if they attend on the second draft and do not attend the first draft, the student gets point according to the final rubric. If students are present on the first draft day but absent on the final version day, only their first draft scores will be considered. Please remind students that this is not an activity but an assessment, and they are required to be present on these days. If a student fails to attend both the first and final version days, they will receive a grade of zero (0). 	
Plagiarism in the Exam	<ul style="list-style-type: none"> If plagiarism is suspected, the grader is advised to use an online search engine to find the original content. The instructor may treat the incident as cheating if a big chunk of text was copied; and may follow the procedures for cheating. However, if there are only a few lines of copied material, the paper is graded according to the rubric. Plagiarism in assignments This includes any situation where students have another person write, in full or in part, an assignment for them, or copy materials from other students, printed materials, and/ or the Internet. Instructors will give a failing grade for any assignment test where they see that any student has plagiarized material. 	
Portfolio	Process Writing 1 (Opinion Paragraph) <ul style="list-style-type: none"> Completion Criteria Instructors will grade on a 100-point grading system. If there is any objection AFTER THE SECOND draft, students can fulfill the Objection Form and submit it to kepptest@kent.edu.tr 	
REMINDERS	<ul style="list-style-type: none"> Students are NOT allowed to use their paper dictionaries, writing booklets, and word lists and please collect all the smartwatches and smartphones of your students. Do not directly give the error that students did in the first draft while they are checking from the Error Correction FB paper, make sure you guide them by giving enough reminders, washback, or examples. In second draft, students cannot ask for any feedback after they begin writing. <ul style="list-style-type: none"> You can keep Error Correction Code part open on smartboard. 	
SCHEDULE on PW DAY	First Draft 09:30 – 10:15 BREAK 10:25 – 11:10 BREAK FIRST DRAFT BEGINS – (No break) 11:30-13:00	Second Draft 09:00 - 09:45 BREAK 09:55 - 10:40 BREAK SECOND DRAFT BEGINS – (No break) 11:00 - 12:30

- In both Instructor and Student Manuals, there is an error code feedback system.
- At the end, there is a rubric for each portfolio.

The Portfolio system for each level by explaining the grading, procedures, and assessment information is given level by level below.

A1

Table 2. PORTFOLIO COMPONENTS

1- PROCESS WRITING
2- ROLE-PLAY
3- TIMED WRITING
4- BOOK SUMMARY PRESENTATION

1. Process Writing 1 (Descriptive Paragraph)

This assessment aims to develop students' ability to write a clear and coherent Opinion paragraph between 80-120 words. This paragraph writing assessment will follow a process writing approach. Students will write the first draft in class, receive feedback, and then revise their work to create a final draft.

Task Structure:

- **Initial Writing Task**

Students will be presented with a question and are expected to respond by writing a Opinion paragraph of 80-120 words. The paragraph should include a clear topic sentence, supporting details, and a concluding sentence.

- **Feedback and Evaluation**

Upon completion of the initial writing task, the instructor will evaluate each student's work within the given time frame. Feedback will be provided in two forms: commentary feedback addressing content, coherence, and language use, and error codes identifying specific areas of linguistic inaccuracy. Students will be graded out of 100.

- **Outcome:**

The assessment is designed to provide a comprehensive learning experience, encouraging students to refine their writing skills through feedback and revision. Successful completion of the task will be based on achieving a score that demonstrates a satisfactory level of competency in opinion writing.

Attendance and Makeup Policy:

- If some students are absent on the first draft day of the process writing assessment, they will have the opportunity to write their papers on the final version day. However, they will not receive any feedback.

- If students are present on the first draft day but absent on the final version day, only their first draft scores will be considered.
- Please remind students that this is not an activity but an assessment, and they are required to be present on these days.
- You may use extra topics for early finishers; however, the makeup exam must be used for students who missed their first draft day.
- If a student fails to attend both the first and final version days, they will receive a grade of zero (0).

Restrictions During Writing:

- Students are NOT allowed to use paper dictionaries, writing booklets, or word lists.
- Please collect all smartwatches and smartphones from the students before the assessment begins.

2. Role-Play

Students will work in pairs to perform a dialogue based on a given role-play card. They will ask and answer questions, with some time provided to think about their responses.

Task Structure:**Distribute Role-Play Cards**

- Hand out the role-play cards to each pair of students (Students A and B).
- Ensure that each pair receives the correct card.

Reading Time (1 minute)

- Allow students 1 minute to read and understand the instructions on their role-play cards.
- Encourage them to think about their roles and potential responses.

Role-Play Performance (2-3 minutes)

- Instruct the students to begin their role-play after the reading time.
- Emphasize the importance of active participation: both students should ask and answer questions as outlined in their role-play cards.

Evaluation Criteria:

- Students will be graded out of 100.
- Students will be evaluated based on their speaking skills.

Task Instructions for Teachers:**1. Preparation:**

- Share the pair list and timetable with students at least 2 days before the assessment.
- The instructor will receive the role-play cards from the A1 testing member.

Important Notes:

- There will be no makeup for this assessment.
- Ensure that all students have an equal opportunity to participate in both parts of the task.

3. Timed Writing (Descriptive Paragraph)

This assessment aims to develop students' ability to write a clear and coherent descriptive paragraph between 80-120 words. The paragraph should include a clear topic sentence, supporting details, and a concluding sentence.

- **Feedback and Evaluation**

Upon completion of the initial writing task, the instructor will evaluate each student's work within the given time frame. There will not be second session or feedback.

- **Completion Criteria**

Students will be graded out of 100.

- **Outcome**

The assessment is designed to provide a comprehensive learning experience. Successful completion of the task will be based on achieving a score that demonstrates a satisfactory level of competency in reason writing.

Important Notes:

- There will be no makeup for this assessment.

Restrictions During Writing:

- Students are NOT allowed to use paper dictionaries, writing booklets, or word lists.
- Please collect all smartwatches and smartphones from the students before the assessment begins.

4. Book Summary Presentation

Students will give a presentation in class, summarizing the book they have read from the Oxford Readers Set by answering pre-given reading comprehension questions. They will use tools such as PowerPoint or Canva to create visual aids. The presentation should be 2-4 minutes long.

This task aims to assess students' ability to summarize a book and effectively present their ideas using visual aids while answering comprehension questions.

Task Structure

1. Preparation Phase:

Students will be randomly assigned a book from the Oxford Readers Set. They will receive a list of reading comprehension questions related to the book. Using this list, students will prepare their presentations, with a sample presentation provided for reference.

2. Visual Aids:

Students will use presentation tools such as PowerPoint or Canva to create visual aids that

support and enhance their presentation. The visual aids should be clear, engaging, and well-organized, serving to complement and illustrate the spoken content.

3. Delivery Phase:

Students will present their work to the class, demonstrating their ability to summarize the book and effectively present their ideas while answering the comprehension questions. The presentation should be well-structured, with a clear introduction, body, and conclusion, and should effectively integrate the visual aids to support their key points.

Evaluation Criteria

1. Speaking Skills: 20 points total

- Clarity and coherence of spoken content
- Engagement and confidence during delivery
- Effective use of language and pronunciation

2. Reading Comprehension Skills: 20 points total

- Accuracy and completeness of the book summary
- Correctness and relevance of answers to comprehension questions (using the provided answer key)

Important Notes:

- There will be no makeup for this assessment.

A2

Table 3. PORTFOLIO COMPONENTS

1- Process Writing (Opinion Paragraph)
2- Reason Paragraph (Timed)
3- Read & Answer
4- Oral Presentation

Process Writing (Opinion Paragraph)

Assessment

This assessment aims to enhance students' ability to express **opinions** in a structured paragraph of **150-200** words. The exercise will focus on developing critical thinking, paragraph organization, and linguistic accuracy.

First Session

Initial Writing Task

Students will be presented with a question and are expected to respond by writing an opinion paragraph of 150-200 words. The paragraph should include a clear topic sentence, supporting details, and a concluding sentence.

Second Writing Task

Students will write the same paragraph a second time after receiving feedback. Their final draft will be evaluated out of 100.

Feedback and Evaluation

Upon completion of the initial writing task, the instructor will evaluate each student's work within the given time frame. Feedback will be provided in two forms: commentary feedback addressing content, coherence, and language use, and error codes identifying specific areas of linguistic inaccuracy. Students will be graded out of 100.

Outcome

The assessment is designed to provide a comprehensive learning experience, encouraging students to refine their writing skills through feedback and revision. Successful completion of the task will be based on achieving a score that demonstrates a satisfactory level of competency in opinion writing.

Reason Paragraph (Timed)

Assessment

This assessment aims to enhance students' ability to express their **reasoning** in a structured paragraph of **150-200** words. The exercise will focus on developing critical thinking, paragraph organization, and linguistic accuracy.

First Session

Initial Writing Task

Students will be presented with a question and are expected to respond by writing an reason paragraph of 150-200 words. The paragraph should include a clear topic sentence, supporting details, and a concluding sentence.

Feedback and Evaluation

Upon completion of the initial writing task, the instructor will evaluate each student's work within the given time frame. There will not be second session or feedback.

Completion Criteria

Students will be graded out of 100.

Outcome

The assessment is designed to provide a comprehensive learning experience. Successful completion of the task will be based on achieving a score that demonstrates a satisfactory level of competency in reason writing.

Read & Answer

Assessment

The Read & Answer task is designed to assess students' reading comprehension by asking multiple choice questions and their ability to express opinions supported by reasons in written form. This task is part of the A2 level portfolio, aimed at reinforcing critical reading and writing skills.

Task Structure:

Reading Assignment

Students will be assigned a book that is available on the designated reader platform. They are expected to read the book within a specified period, ensuring they are well-prepared for the subsequent assessment.

In-Class Examination

Upon completion of the reading, students will take an in-class examination consisting of two parts:

1- Multiple Choice Questions (20 pts.)

Students will answer multiple-choice questions designed to evaluate their understanding of the text, including key themes, details, and inferences.

2- Paragraph Writing Task (Opinion & Reason) (20 pts.)

Students will write a 100–150-word paragraph in response to a question related to the book.

This paragraph should articulate their opinion on the topic and provide supporting reasons.

Evaluation Criteria

The examination will be scored based on both the multiple-choice responses and the paragraph.

Instructors will assess the objectives and the paragraph, focusing on content accuracy, coherence, and the effective use of language.

Outcome

This task aims to consolidate students' reading comprehension and written expression, contributing significantly to their overall language proficiency at the A2 level.

Oral Presentation

Assessment

This task is designed to enhance students' research, organizational, and presentation skills through the development and delivery of a presentation about a chosen historical figure, idol, sports person, or fictional character.

Task Structure

1. Preparation Phase

Students will select a topic from the categories provided: a historical figure, idol, sports person, or fictional character. They will conduct research to gather relevant information and organize their findings into a coherent presentation.

2. Visual Aids

Students will use presentation tools such as PowerPoint or Canva to create visual aids that support and enhance their presentation. The visual aids should be clear, engaging, and well-organized to complement the spoken content.

3. Delivery Phase

Students will deliver their presentation to the class, demonstrating their ability to

4. communicate information effectively. The presentation should be well-structured, with a clear introduction, body, and conclusion. Students are expected to engage the audience and handle questions or discussions related to their topic.

Learning Outcomes

Research Skills

Students will develop their ability to gather, evaluate, and synthesize information relevant to their chosen topic.

Organizational Skills

Students will enhance their ability to organize information logically and create visually appealing and informative presentation materials.

Presentation Skills

Students will practice effective communication, including clear articulation, confident delivery, and audience engagement.

Evaluation Criteria

Students will be assessed based on their research, the quality of their visual aids, and their presentation delivery. Specific criteria include:

- The depth and relevance of the research conducted.
- The clarity, design, and effectiveness of the visual aids.
- The organization, coherence, and delivery of the presentation.
- The ability to engage with the audience and respond to questions.
- Students will be graded out of 100.

B1

Table 4. PORTFOLIO COMPONENTS

1- Process Writing (Opinion Essay)
2- Timed Writing (Two Body Paragraphs)
3- Group Discussion
4- Book Summary Presentation

1. Process Writing (Two Body Paragraphs)

This assessment aims to develop students' ability to think critically and organize their arguments within two coherent and well-structured body paragraphs. The task will be carried out in two stages: the initial draft and the revision process, with a focus on improving content, organization, and linguistic accuracy.

First Session: Initial Draft

Task Overview:

Students will write two body paragraphs as part of an opinion essay in class, based on a given prompt. The introduction and conclusion will be provided by the teacher. Each paragraph must begin with a clear topic sentence, include supporting ideas (such as examples, reasons, and explanations), and end with a concluding sentence. The goal is to logically and effectively develop their arguments within each paragraph.

Procedure:

The paragraphs will be written under exam-like conditions to ensure a focused and fair environment. Students will not have access to dictionaries, phones, or other aids during this session. Upon completing their drafts, the teacher will collect the papers for feedback.

Feedback and Evaluation:

The teacher will provide feedback using blue pen, focusing on grammar, vocabulary, coherence, structure, and argument development. Error correction codes will be used to guide students in identifying and understanding their mistakes.

Second Session: Revised Draft

Students will receive their initial drafts along with the teacher's feedback. They will have 10 minutes to review and reflect on the feedback. After this review period, students will rewrite their essays in class, focusing on the specific areas highlighted for improvement. The feedback sheet will remain with the students to guide them throughout the revision process.

Outcome

This assessment is designed to help students improve their ability to develop and structure ideas within body paragraphs. By engaging with the revision process, they will enhance their clarity, coherence, and written argumentation skills.

2. Timed Writing (Opinion Essay)

This assessment aims to develop students' ability to write a complete and well-structured opinion essay under time constraints. The task will focus on essay structure, argument development, grammar, and clarity of ideas.

Task Overview

Students will write a full opinion essay (including an introduction, two body paragraphs, and a conclusion) based on a given topic. The essay must present a clear thesis statement, include relevant supporting details in the body paragraphs, and end with a conclusion that summarizes the main ideas and restates the opinion.

Procedure

Students will write their essays in class under exam-like conditions. They will have 1 hour to complete their writing. During this time, students will not be allowed to use dictionaries, phones, or any other aids.

Evaluation

Upon completion, the instructor will collect the essays for evaluation. Teachers will assess the essays based on overall organization, thesis clarity, paragraph development, grammar, and coherence of ideas.

Outcome

This assessment aims to strengthen students' ability to express opinions clearly and logically in essay form. It also helps prepare them for time-pressured writing tasks by encouraging fluency and independent organization of ideas.

3. Group Discussion

Task Overview

This task aims to develop students' discussion skills by focusing on effective communication and critical thinking. Students will work in groups of four to discuss a given prompt.

Procedure:

1. Group Formation:

Students will be divided into groups of four. Each group will receive a prompt on a specified topic.

2. Role Assignment and Preparation:

Students will first be given a prompt on a specified topic. After seeing the prompt, the instructor will assign each student a role: either to agree or disagree with the topic. Students will then have 2 minutes to prepare their thoughts individually, during which they can make brief notes.

3. Discussion:

Each group will then engage in a discussion where each student will have 2 minutes to present their arguments. The total discussion time will be 8 minutes.

Assessment Criteria:**- Interaction:**

Evaluate how effectively students interact with their group members, including their ability to respond to and build on each other's points.

- Content:

Assess the relevance of the information presented, focusing on the depth of reasoning and the effectiveness of supporting details in argumentation.

- Language Use (Grammar and Vocabulary):

Evaluate the appropriateness and accuracy of vocabulary and grammar during the discussion, focusing on clear and effective language use.

- Delivery:

Assess students' clarity of speech, including pronunciation, pacing, volume, and overall fluency in expressing their viewpoints.

Completion Guidelines:

- Ensure active participation from all group members.
- Adhere to the time limits for preparation and discussion.
- Use relevant examples and explanations to effectively support arguments.

Outcome: This task aims to enhance students' discussion skills, focusing on their ability to think critically, argue effectively, and communicate clearly in a group setting.

4. Book Summary Presentation

Task Overview:

This task is designed to enhance students' public speaking and presentation skills through summarizing and conveying key information effectively. Students will be assigned a book, prepare a summary, and present it to the class. They can use notes to aid their presentation but should not rely on them constantly.

Procedure:**1. Book Assignment:**

Students will be assigned a book to read and summarize. The book will be selected from **the Oxford Readers Bookshelf**.

2. Preparation:

Students will have time to prepare their presentation based on summary. Students will ensure that their summary accurately captures the main events, key characters, and central themes of the book.

3. Presentation:

Students will present their summary to the class. The presentation should be well-organized, clear, and engaging, highlighting the main points, themes, and key information from the book. Students will use visual aids to support and enhance their spoken content.

Assessment Criteria:**- Organization:**

Clearly state the book/story title and purpose. Provide a logical outline with an introduction, body, and conclusion, using signposting. Adhere to the allowed duration, including Q&A.

- Content:

Present an accurate and well-developed summary of key points and themes. Include engaging information that informs the audience.

- Non-Verbal Communication:

Demonstrate confidence and enthusiasm with appropriate gestures and expressions. Maintain a relaxed posture and minimize reliance on notes.

- Verbal Communication:

Speak audibly and clearly, using effective pauses. Use correct grammar, clear pronunciation, and suitable vocabulary, with good stress and intonation.

Completion Guidelines:

- Ensure that the presentation is well-organized with a clear structure and clearly communicates the key points from your summary.
- submit any visual aids or supplementary materials used during your presentation.
- Engage the audience through verbal and non-verbal techniques.
- Manage time effectively to cover all key points.

Outcome:

This task aims to develop students' abilities in organizing and delivering presentations, enhancing their public speaking skills, and improving their use of language and communication strategies.

B2

Table 4. PORTFOLIO COMPONENTS

Process Writing (Argumentative Essay)
Timed Writing (Opinion Essay)
Debate
Book Summary Presentation

Writing Portfolio

Process Writing (Argumentative Essay)

This assessment is designed to enhance students' ability to construct well-organized and critically sound argumentative essays. The task will be divided into two stages: an initial draft and a revision process. The primary focus is on refining students' argumentation, essay organization, and linguistic precision.

First Session: Initial Draft

Task Overview:

Students will compose an argumentative essay in class based on a predetermined topic. The essay should include a clear thesis statement, coherent supporting arguments, and a conclusion. This task will be administered under exam conditions; smartwatches and smartphones will be collected to prevent distractions, and seating arrangements will be adjusted accordingly to maintain academic integrity.

Feedback and Evaluation:

Upon completion, the instructor will collect all essays for evaluation. Feedback will be provided using an error correction code, focusing on grammatical accuracy, argument development, coherence, and overall structure. This feedback will be annotated in blue pen to ensure transparency and prevent alterations during the revision stage. Grading will be out of 100.

Second Session: Revised Draft

Students who received an incomplete score will be given their original essay along with the instructor's feedback. They will be allocated 35 minutes to carefully review their mistakes and the

instructor's annotations. Following this review period, students will proceed to rewrite their essays in class, addressing the specific areas highlighted for improvement. The feedback sheet will remain with the students to guide them during this revision process.

Outcome:

This assessment aims to foster a deeper understanding of argumentative writing by encouraging students to reflect on and respond to constructive feedback. Through a structured process of drafting and revision, students will demonstrate progress in their ability to articulate, defend, and structure arguments in written form. Successful completion of the task will depend on the student's capacity to integrate the feedback and demonstrate improved linguistic and rhetorical competence in their revised essay.

Timed Writing (Opinion Essay)

This assessment aims to develop students' ability to write a coherent and well-structured opinion essay. The task will focus on essay structure, argument development, grammar, and clarity of ideas. This task will be conducted in an exam format, requiring students to write a well-developed opinion essay within a 1-hour time limit with a focus on clarity, organization, and linguistic accuracy.

Task Overview:

Students will write an opinion essay in class based on a given prompt. The essay should include a clear thesis statement that expresses the student's opinion, well-developed supporting arguments, and a concluding statement. The task will be conducted under exam conditions, ensuring that smartwatches and smartphones are collected, and seating arrangements are adjusted to maintain fairness and focus.

Evaluation:

Upon completion, the instructor will collect the essays for evaluation. The essays will be graded on a 100-point scale using the "Essay Grading Criteria".

Outcome

This assessment is designed to evaluate students' ability to write a well-developed opinion essay under timed conditions. Within the given one-hour limit, students will be expected to clearly express their opinions, develop coherent arguments, and demonstrate overall linguistic accuracy. Their performance will be measured based on the clarity of their arguments, organization, and language use within the constraints of the timed writing task.

Debate

Task Overview:

This task is designed to develop students' debating skills through effective argumentation. Students will be divided into groups of four, with each group assigned a statement to debate. One pair will argue in favor of the statement, while the other pair will argue against it. The debate will be assessed based on the specific criteria outlined below.

Procedure:

1. Group Formation:

Students will be divided into groups of four for the debate task.

2. Debate Preparation:

Students will discuss and prepare their arguments. Students will try to formulate positions and provide evidence to support their arguments.

3. Debate Execution:

Groups will present their arguments in a structured debate. Students will engage in discussion, respond to counter-arguments, and use facts.

The debate will be conducted in class, with other students waiting outside until their group's turn.

4. Assessment Criteria:

Language Use:

Evaluate the appropriateness and accuracy of vocabulary, grammar, and overall language use during the debate.

Delivery:

Assess the clarity, fluency, and persuasiveness of the oral delivery, including the effectiveness of the presentation and engagement with the audience.

Rebuttal & Use of Facts:

Evaluate the ability to construct logical rebuttals and effectively use facts.

Interaction:

Evaluate active engagement with the opposing side and effective responses to their points.

Completion Guidelines:

- Ensure active participation from all group members.
- Adhere to the allotted time for preparation and debate.
- Supporting arguments and rebuttals.

Outcome:

This task aims to develop students' debating skills, emphasizing their ability to think critically, construct persuasive arguments, and communicate clearly. By engaging in a structured debate, students will enhance their skills in argumentation, critical thinking, and public speaking.

Book Summary Presentation Task**Task Overview:**

This task is designed to enhance students' abilities to summarize and present a text effectively. Students will prepare and deliver a presentation based on the summary they previously wrote about a chosen storybook.

Procedure:**1. Preparation:**

Students will review the summary they wrote of their chosen storybook. They will ensure that their summary accurately captures the main events, key characters, and central themes of the book.

2. Presentation Preparation:

Students will develop a presentation based on their written summary. They will create visual aids if applicable, ensuring that these aids are clear and relevant to their summary.

3. Presentation Delivery:

Students will deliver a presentation lasting approximately 5-7 minutes. They will use their visual aids to support and enhance their spoken content. Students will be prepared to answer questions from the audience about their summary and the book.

4. Assessment Criteria:

Students' presentations will be evaluated based on the following criteria:

- **Relevance and Originality:** Students will ensure that their presentation accurately represents the essential elements of the book, including the main events, characters, and themes.
- **Clarity and Effectiveness:** Students will organize their presentation logically and coherently, with clear and engaging delivery. They will ensure that visual aids effectively support their summary.
- **Quality of Oral Delivery:** Students will demonstrate fluency, articulation, and engagement during their presentation. They will maintain an appropriate pace, volume, and interact effectively with the audience.
- **Visual Appeal and Accuracy:** If visual aids are used, students will ensure they are visually appealing and accurately represent the content of their summary.

Completion Guidelines:

- Students will adhere to the time limit for their presentation.
- Students will ensure that their presentation is well-structured and clearly communicates the key points from their summary.
- Students will submit any visual aids or supplementary materials used during their presentation.

Outcome:

This task will enhance students' summarization and presentation skills. By delivering a presentation based on a previously written summary, students will refine their abilities in summarization, public speaking, and effective communication.

Pre-Faculty

Table 4. PORTFOLIO COMPONENTS

Digital Writing Portfolio
Article Review Presentation

Edublogs - Digital Writing Portfolio:

This assessment is designed to develop students' academic writing skills through a series of guided writing tasks that span the duration of the Pre-Faculty level. Students will complete a total of six written assignments and post their work on the Edublogs platform. Each task will focus on a different aspect of academic writing (e.g., summary, response, analysis, comparison), aligned with their department-specific interests and needs.

Task Overview:

Students are expected to complete six writing tasks on the Edublogs website, on the [Pre-Faculty Digital Portfolio](#) page, over the course of the module. Each task must be submitted by the assigned deadline and should demonstrate progress in writing proficiency, coherence, and critical thinking. In addition to submitting their own work, students are also required to comment on their peers' blog posts to foster a sense of academic community and encourage peer feedback and engagement.

Feedback and Evaluation:

Instructors will assess each submission using a predefined rubric focusing on content, organization, language use, and task fulfillment. Feedback will be provided in digital format, either as in-text comments or end-of-post summaries, guiding students in areas for improvement. Timely completion and the quality of both the written posts and peer comments will contribute to the final portfolio grade.

Outcome:

This portfolio aims to cultivate independent learning, reflective thinking, and academic writing skills appropriate to students' departmental expectations. Students will have the opportunity to revise selected tasks based on feedback, showcasing their development as academic writers. The Digital Writing Portfolio constitutes 60% of the total in-module assessment score.

Article Review Presentation

Department-Related Article Review:

This assessment is designed to enhance students' ability to critically engage with academic texts relevant to their future departments. By researching and presenting a selected article, students strengthen their skills in summarizing, analyzing, and communicating key ideas in a formal academic setting.

Task Overview:

Each student will choose an academic article or research piece related to their intended field of study. After reading and analyzing the text, students will prepare a structured presentation to deliver in class. The presentation should include an overview of the article's main points, the significance of the study, the student's critical evaluation, and connections to their own academic interests or future studies. To guide their preparation, students are expected to address the following questions in their presentations:

- What is the article about?
- Why is the topic of the article important?
- What was done in the study?
- What are the key results (or what happened)?
- What are your personal comments on the article or research?

Feedback and Evaluation:

Presentations will be assessed using a detailed rubric that evaluates content accuracy, clarity of explanation, critical thinking, delivery, and visual support (if applicable). Instructors will provide written or oral feedback after the presentation. Students are encouraged to rehearse their delivery and engage their audience effectively.

Outcome:

This task is intended to familiarize students with academic discourse and prepare them for future presentations within their departments. It promotes reading comprehension, public speaking, and subject-specific vocabulary development. The Article Review Presentation accounts for 40% of the final assessment score in the Pre-Faculty level.

ERASMUS EXAM	WEIGHT
OXFORD PLACEMENT TEST	80%
SPEAKING	20%
TOTAL	100%

PLACEMENT	WEIGHT
OXFORD PLACEMENT TEST	B1+
PLACEMENT WRITING	50%
PLACEMENT SPEAKING	50%
TOTAL	100%

KELT PROFICIENCY (END OF THE TERM)	WEIGHT
READING	30%
LISTENING (WHILE LISTENING & NOTE-TAKING)	20%
WRITING	20%
SPEAKING	30%
TOTAL	100%

➤ **KELT EXAM (END OF THE TERM / YEAR) KENT ENGLISH LANGUAGE TEST***

The proficiency exam aims to decide whether students' level of English is adequate for academic studies in an English-medium university. The exam lasts about three hours* and assesses reading, grammar, vocabulary, writing, and speaking. The exam is administered in three sessions.

Our English Preparatory Program Proficiency Exam consists of four components:

1. *Reading Comprehension (Two Reading Texts)*
2. *Listening (While-Listening & Note-Taking)*
3. *Essay Writing (Opinion Essay)*
4. *Speaking (Includes Three parts)*

**Duration: about 180 minutes for the Written Part (the Main Pack includes one hour of Reading, 25-30 minutes of Listening, 10-minute breaks, and then Writing).*

1. Reading Comprehension: In the first section, candidates read two texts at different lengths. Then, they answer the questions testing their comprehension of the text. They fill in the blanks, answer True/False statements according to the text, guess vocabulary, find references and complete different paragraphs or sentences through matching.

Sub-Skills Tested: Inference, finding referents, finding details, understanding the general purpose of the text, understanding main ideas, understanding the purpose of examples, and guessing vocabulary from context.

Question Types: Multiple Choice (Selected Response Items), Fill in the Blanks, Matching Paragraphs or Statements, True / False

2. Listening:

a. While Listening: In the second part of the proficiency exam, candidates are tested on their listening ability from a podcast or a lecture. Students answer the questions in the same order as the audio. Students have one minute to read the questions before the lecture begins. The audio takes about three to six minutes according to the topic. The topics include similar topics according to their syllabus.

b. Note-Taking: In the second part of the proficiency exam, candidates are tested on their listening ability from a podcast or a lecture. Students first listen to the audio and take notes on the Note-taking sheet. When the audio finishes, students are given the questions sheet to answer the questions that are in the same order as the audio. Students have one minute to read the questions before the lecture begins. The audio takes about three to ten minutes according to the topic. The topics include

similar topics according to their syllabus.

**Each listening, students listen to listening audio only ONCE. Students are NOT ALLOWED to go before answering all the main parts of the exam. No early finishers are allowed to leave the classroom unless there is an emergency.*

***In case of an emergency, the invigilator calls an administrator or a testing member.*

****If there is a cheating issue, the invigilator writes a report on the Exam report. The exam Report is given on the following page.*

Question Types: Multiple Choice (Selected Response Items), Fill in the Blanks, True / False

3. Essay Writing: In the third part of the proficiency exam, candidates are tested on their ability to write a well-organized academic essay on the same general topic. They use their own knowledge and opinions about the given topic so long as they are well-supported. Students are expected to write an opinion essay related to the topic of around 300 words.

Sub-skills tested: Use of sentence types; appropriate and accurate use of vocabulary; content development and support through examples and details; unity and coherence.

4. Speaking Exam: In the final part of the proficiency exam, candidates are tested on their ability to speak academically. The exam consists of three parts. In the first part, students are expected to answer basic questions as a warm-up. Next, each student is given a graph, picture or a chart to describe, and last, both students discuss the same topic with a discussion question or a statement. Students are assigned as “agree” and “disagree” according to the statement. Students have thinking time to take notes before they begin. However, they cannot read from their notes during the speaking part. They use their own knowledge and opinions about the given topic so long as they are well-supported. Before the exams, the Testing Department gives instructions to teachers. Also, the instructions are given the instructions step by step on the written exam to invigilators and graders during the exam.

Sub-skills tested: discussion; appropriate and accurate use of vocabulary; content development and support through examples and details; unity and coherence; interaction through discussion.

**For the Speaking Exam, students take the exam according to their assigned time with their partner before or after the day of the Written part of the Exam. Students are announced from the Website of the Kent University Preparatory School and their Teams Classes. Thus, the speaking exam takes place in assigned classes on a different day.*

**İSTANBUL KENT ÜNİVERSİTESİ / ISTANBUL KENT UNIVERSITY
SINAV TUTANAĞI / EXAMINATION REPORT**

DERS KODU VE ADI / COURSE CODE AND NAME	
DERSİ VEREN ÖĞRETİM GÖREVLİSİ- ÜYESİ / LECTURER-INSTRUCTOR OF THE COURSE	
SINAV TÜRÜ / EXAM TYPE	<input type="checkbox"/> ARA SINAV / MIDTERM <input type="checkbox"/> MAZERET/ÖZEL / MAKEUP <input type="checkbox"/> FİNAL / FINAL <input type="checkbox"/> BÜTÜNLEME / RESIT
SINAV TARİHİ / EXAM DATE	
SINAV YERİ / EXAM PLACE	
SINAV SAATİ / EXAM HOUR	
SINAVA KATILAN ÖĞRENCİ SAYISI / NUMBER OF STUDENTS TAKING THE EXAM(yoklama listesindeki sayı ile aynı olmalıdır/must be the same as in the attendance list)
GÖZETMEN / INVIGILATOR	1..... İMZA/SIGNATURE: 2..... İMZA/SIGNATURE:
SINAV BELİRTİLEN GÜN VE SAATTE YAPILDI / THE EXAM HAS BEEN HELD ON THE STATED DATE	<input type="checkbox"/> EVET / YES <input type="checkbox"/> HAYIR / NO
GÖZETMENLER SINAV YERLERİNE ZAMANINDA GELDİLER / INVIGILATORS HAS ARRIVED AT THE EXAM PLACE ON TIME	<input type="checkbox"/> EVET / YES <input type="checkbox"/> HAYIR / NO
DERSİ VEREN ÖĞRETİM GÖREVLİSİ- ÜYESİ SINAVDA HAZIR BULUNDU / COURSE LECTURER HAS BEEN PRESENT DURING THE EXAM	<input type="checkbox"/> EVET / YES <input type="checkbox"/> HAYIR / NO
SINAV OLAYSIZ GEÇTİ / THERE HAS BEEN NO INCIDENTS	<input type="checkbox"/> EVET / YES <input type="checkbox"/> HAYIR / NO
“HAYIR” OLARAK İŞARETLEDİĞİNİZ HUSUSLARI AÇIKLAYINIZ. VARSA BELGELERİ TUTANAĞA EKLEYİNİZ (ÖR: KOPYA DURUMU...VB) / EXPLAIN THE STATEMENTS WHICH ARE MARKED “NO”, ATTACH THE DOCUMENTS IF THERE IS ANY. (E.G. INCIDENT REPORT... ETC.)	
TARİH / DATE	TESLİM ALAN ÖĞRETİM GÖREVLİSİ-ÜYESİ İMZA / SIGNATURE OF THE LECTURER WHO RECEIVED THE REPORT

Doküman No: YDYO.FR.04 / Yayın Tarihi: 16.10.2023 / Revizyon Tarihi: - / Revizyon No: 00

SAMPLE of the KELT EXAM***Part One: Reading*****READING I****Theories and the Search for Understanding**

¹In our quest to make sense of the world around us, we often turn to theories. A theory is an idea or set of ideas that aims to explain phenomena, events, or behaviors. Theories can come from scientific research, philosophical contemplation, or even creative imagination. They provide a framework for understanding complex topics and can help guide further investigation and discovery.

²One of the most well-known scientific theories is the theory of evolution, first proposed by Charles Darwin in the 19th century. This theory explains how species gradually change over time through the process of natural selection. It has become the foundation for our modern understanding of biology and the diversity of life on Earth. While the core principles of evolution are widely accepted by the scientific community, the theory continues to evolve as new evidence and insights emerge.

³Psychological theories, such as Sigmund Freud's psychoanalytic theory, offer perspectives on human behavior, emotions, and the inner workings of the mind. His ideas about the unconscious mind, defense mechanisms, and the development of personality have had a significant impact on our understanding of mental processes, even if some of his specific theories have been challenged or refined over time.

⁴In physics, theories like Einstein's theory of relativity have revolutionized our comprehension of the universe. By proposing that space and time are not absolute but relative, Einstein's work upended long-held beliefs and opened up new frontiers of scientific exploration. Subsequent theories, such as quantum mechanics, have further expanded our understanding of the physical world, from the smallest subatomic particles to the largest celestial bodies.

⁵Theories can also emerge from the realm of philosophy, where thinkers grapple with fundamental questions about the nature of reality, knowledge, and existence. The philosopher Immanuel Kant, for example, developed a theory of knowledge that explored how the human mind processes and organizes information. His ideas about the role of reason and the limits of empirical observation continue to be studied and debated by scholars.

⁶While theories can provide valuable insights, it's important to remember that they are not infallible. As our understanding of the world evolves, theories may be refined, revised, or even discarded in light of new evidence or alternative perspectives. The history of science and philosophy is full of examples of theories that were once widely accepted but later proven incomplete or inaccurate.

⁷The process of testing and refining theories is an essential part of the pursuit of knowledge. Theories serve as starting points for further investigation, guiding researchers and thinkers to explore new frontiers and challenge existing assumptions. By embracing the provisional nature of theories, we can continue to expand our understanding of the world and our place within it.

(446 words)

QUESTIONSEnglish Preparatory Program
School of Foreign Language
Istanbul Kent University

Please find True/False statements according to the text (2 pt. Each, total = 6 pts.)

1. The scientific community no longer accepts the theory of evolution. T / F
2. Sigmund Freud's psychoanalytic theory is still heavily debated and challenged today. T / F
3. Einstein's theory of relativity has never been questioned or revised. T / F

Please choose the correct option according to the text (1 pt. Each, total = 2 pts.)

4. What is the primary purpose of a theory?
 - a) To provide a framework for understanding complex topics
 - b) To offer definitive explanations for all phenomena
 - c) To solve practical problems in the real world
5. According to the passage, which of the following is an example of a philosophical theory?
 - a) The theory of evolution
 - b) Freud's psychoanalytic theory
 - c) Kant's theory of knowledge

Please fill in the blanks with ONLY ONE WORD according to text (2 pt. Each, total = 4 pts.)

6. Theories are ideas that aim to explain _____.
7. The _____ of theories is an essential part of the pursuit of knowledge.

Please find the references from the text (1 pt. each, total = 3 pts.)

8. In Paragraph 2, 'it' refers to _____.
9. In Paragraph 3, 'his' refers to _____.
10. In Paragraph 6, 'they' refer to _____.

Reading Text I Total / _____ 15

*****Another text is given with similar question formats. The second text also consists of 15 points.***

Total = 30 pts.

Part two: While Listening & Note-Taking**MOD 4 KELT WHILE LISTENING EXAM****SORULAR / QUESTIONS**

Please choose True or False according to the audio (1 pts., total = 2 pts.)

1. Some believe that all people have *Extra Sensory Perception* and we must develop it.
T / F
2. ESP refers to the ability to read minds, foresee the future, or move objects without touch. T / F

____/2

Please write NO MORE THAN TWO WORDS according to the listening audio. (0,5 pts., total = 2 pts.)

3. These special people are called psychics or “_____”.
4. Parapsychologists have identified _____ distinct types of ESP.
5. Clairvoyance describes the act of being able to obtain knowledge of a person or event without the use of the _____.
6. _____ is the process by which a person can read another person’s thoughts without the use of any of the normal senses.

____/2

Please choose the best option according to the audio (1 pts., total = 6 pts.)

7. What is the **ability** to influence a physical object just by thinking about it?
 - a) Psychokinesis
 - b) Parapsychologists
 - c) Prejudgement
8. What is the **term** applied when somebody can foresee future events?
 - a) Psychics
 - b) Teleportation
 - c) Precognition
9. Why are some people **skeptical** about ESP?
 - a) The lack of scientific evidence
 - b) Only magicians have this ability

c) Not being able to see ghosts

10. What is the **name of the published famous book** in 1934 by Joseph Banks Rhine, a botanist at Duke University?

- a) *“Extra-Sensory Perception”*
- b) *“Extra-Sensory Precognition”*
- c) *“Extra-Sensitive Precaution”*

11. What is the **name of the experiment** in which *“Alleged psychics had their eyes covered and ears blocked while a ‘sender’ attempted to transmit messages”*?

- a) The Extra Sensitive People Experiment
- b) The Ganzfield Experiments
- c) The Parapsychological Experiments

12. **Even though** there was a great deal of excitement and interest at the time _____.

- a) The research failed to produce convincing results.
- b) The sender did not understand the message
- c) This was the first solid evidence of ESP

LISTENING ____/6

WL TOTAL ____/10

NOTE-TAKING SHEET

You are going to listen to the lecture about **ROBOTS**. You are going to listen to the lecture **ONCE**. The prompts in the note-taking sheet and the questions are in the same order as the listening audio. After the audio finishes, **you** will be given the Questions sheet.

Research Aims to Give Robots Human-Like Social Skills**Introduction:**

- Main argument against robots measuring up to people

Study 1: MIT Research on Self-Driving Vehicles

- Researchers:
- Goal:
- Methods:
- Results:
- Lead researcher:
- Future plans:

Study 2: Carnegie Mellon University Experiment on Social Interaction

- Researchers:
- Objective:
- Experiment:
- Results:
- Lead researcher:
- Applications:

Conclusion

MOD 4 KELT NOTE-TAKING EXAM**SORULAR / QUESTIONS**

Please choose True or False according to the listening audio. (1 pts., total = 2 pts.)

1. Researchers from MIT developed a machine learning system to help self-driving vehicles learn the social characteristics of other drivers. True / False
2. The Carnegie Mellon study found that humans who were praised by the robot performed worse in the game than those who were criticized. True / False

Please write ONLY ONE WORD according to the listening audio. (1 pts., total = 4 pts.)

3. The self-driving car's system aimed to decide if a driver's style is selfish or _____.
4. In road tests, the system improved its ability to predict other drivers' behavior by up to _____ percent.
5. The MIT team plans to include predictions about _____ walking around traffic in their research model.
6. The game used in the Carnegie Mellon study to test decision-making was called _____ and Treasures.

_____/4 Please choose the best option according to the audio (1 pts., total = 4 pts.)

7. What is **one reason** why robots are argued to never fully measure up to people?
A) Lack of intelligence
B) Lack of creativity
C) Lack of human-like social skills
D) Lack of physical strength
8. What field tools did the researchers use to develop the self-driving vehicle system?
A) Biology
B) Computer Science
C) Social Psychology
D) Mechanical Engineering

9. According to the study, how did the self-driving car behave when oncoming drivers were judged to be selfless?

- A) It waited before making the turn
- B) It made the turn without delay
- C) It turned in the opposite direction
- D) It stopped completely

10. What was the **main focus** of the Carnegie Mellon University experiment involving Pepper the robot?

- A) Testing human-robot cooperation
- B) Testing the impact of robot “trash talk” on human performance
- C) Improving robot navigation skills
- D) Developing robot physical abilities

____/4

NT TOTAL ____/10

Part Three: Writing**SORULAR / QUESTIONS****Instructions:**

*Please write an **opinion** essay of between 300-350 words. Please elaborate on your ideas by giving reasons for the topic below.*

TOPIC: What is the importance of continuing one's higher education in English?

BRAINSTORMING*

**This section is not going to be graded, please start your essay from the next page.*

Part Four: Speaking

PART 1	INTERVIEW
TIME	2 - 3 MINUTES (1 - 1.5 MINUTES EACH)
MATERIALS	NONE

READ: Good morning/afternoon. My name is <name> and this is my colleague <name>. He/she is just going to listen to us today.

READ: In this test, there will be **three** parts. The first part will be general questions, in the second part I will show you **an image / a chart**. You will describe this picture / graphic chart. Then in the third section, you will **discuss a statement** related to the same topic.

READ: Do you have any questions?

(If the students have any questions about the format of the exam you can answer them.)

READ: Ok. Let's start.

(Circle A or B on the mark sheets and hand the mark sheets to the assessor)

READ: *(To student A)* What is your name? *(To student B)* And yours?

READ: First of all, we'd like to find out a few things about you. Where are you from <student A name>? And you <student B name>?

READ: What are you going to study at this university <student A name>? And you <student B>?

IF NEEDED: PARAPHRASE: What is your department?

CHOOSE ONE QUESTION FOR EACH: Select **one question** to ask each student. Ask student A first.

1. Should values be the same for everyone or should differences be respected?
2. Do you know any other traditions or values that is different/similar than yours?
3. What are your values in your culture?
4. Have you ever learned any different traditions from other cultures?

*Note: If they cannot answer, repeat the question. If they still cannot answer or give a yes/no answer, choose another question to ask. If the student cannot understand a word in the question, say: **Sorry, I can't help you with that.***

PART 2	PICTURE/CHART DESCRIPTION
TIME	4 MINUTES (2 MINUTES EACH)
MATERIALS	PICTURE / CHART

READ: Now we are going to move on to the **second part**. I will give each of you a picture/chart. You will have **one minute** to think about your answer and describe it for **one minute**.

READ: Do you have any questions?

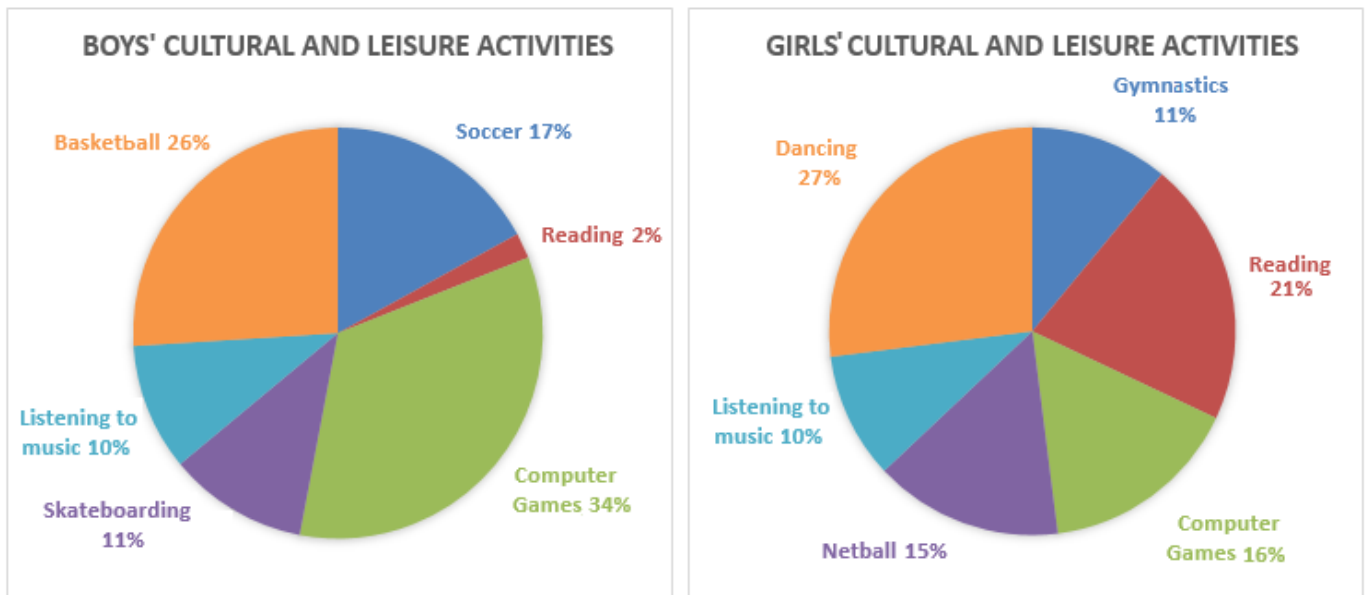
(If the students have any questions about the exam format, you can answer them.)

READ: Ok. Let's start.

(Circle A or B on the mark sheets and hand the mark sheets to the assessor)

STUDENT A PICTURE / CHART

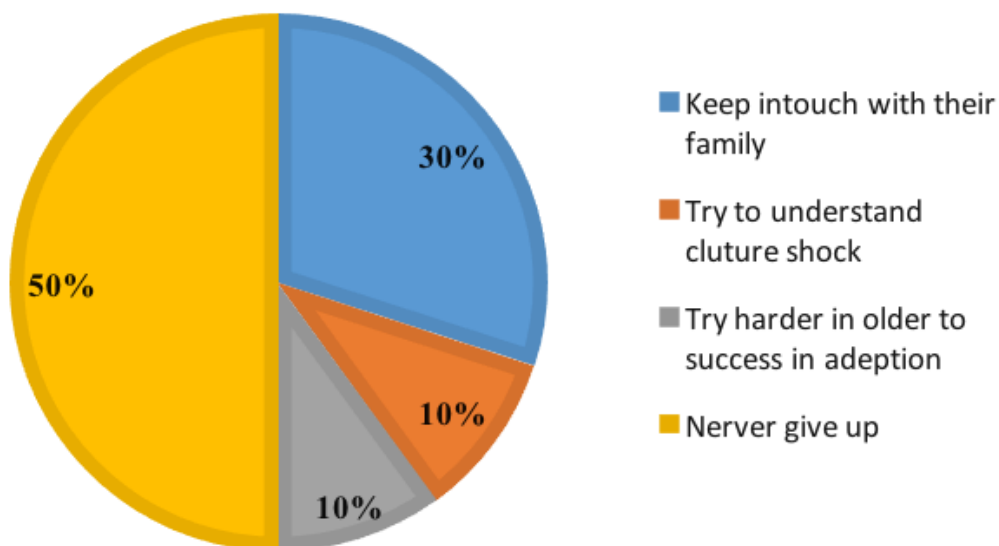
READ: So here is the image/chart related to the topic. **You have 1 minute to think and one minute to talk. You will describe your ideas according to the image/chart.**



STUDENT B PICTURE / CHART

READ: So here is the image/chart related to the topic. **You have 1 minute to think and one minute to talk. You will describe your ideas according to the image/chart.**

HOW TO DEAL WITH CULTURE SHOCK?



PART 3	DISCUSSION
TIME	4 MINUTES (1 MIN. THINKING TIME + 3 MINs DISCUSSION)
MATERIALS	1 x STUDENT A TASK CARD, 1 x STUDENT B TASK CARD

READ: In the **third** part, I will give you a statement to discuss.

READ: You can take notes **on your task sheet** and you have **1 minute** to take notes. **Then**, you will **discuss the statement** with your partner **for 3 minutes**. You may use the **ideas given** on the task sheet or **your own** ideas.

READ: The statement is 'Someone can be adapted fully to another culture.'

READ: Do you understand?

IF EITHER OF THE STUDENTS DOESN'T UNDERSTAND:

STEP 1: REPEAT: 'Someone can adapt fully to another culture.' *(If they still do not understand)*

STEP 2: PARAPHRASE: 'Someone can completely fit into another culture.'

READ: <Student A name>, you will agree with the statement.
(give student A task card)

READ: and <student B name>, you will disagree with the statement.
(give student B a task card)

READ: **Once again**, the statement is 'Someone can completely fit into another culture.'

READ: Remember, you have **1 minute** to think. You can use the ideas **here** *(point to the prompts on the*

task sheet) or **your own** ideas.

(After 2 minutes)

READ: You may begin. **Remember** to speak to **each other**, not to me. I will let you know when the time is up.

*Don't interfere unless one student is dominating so much that the other cannot speak enough. In this situation, you may choose **one** of the following prompts to ask.*

Do you agree/disagree?
Would you like to add any points to support or challenge this argument?
Can you add a further point?
In your experience, are the same things true?
What is your opinion on this?

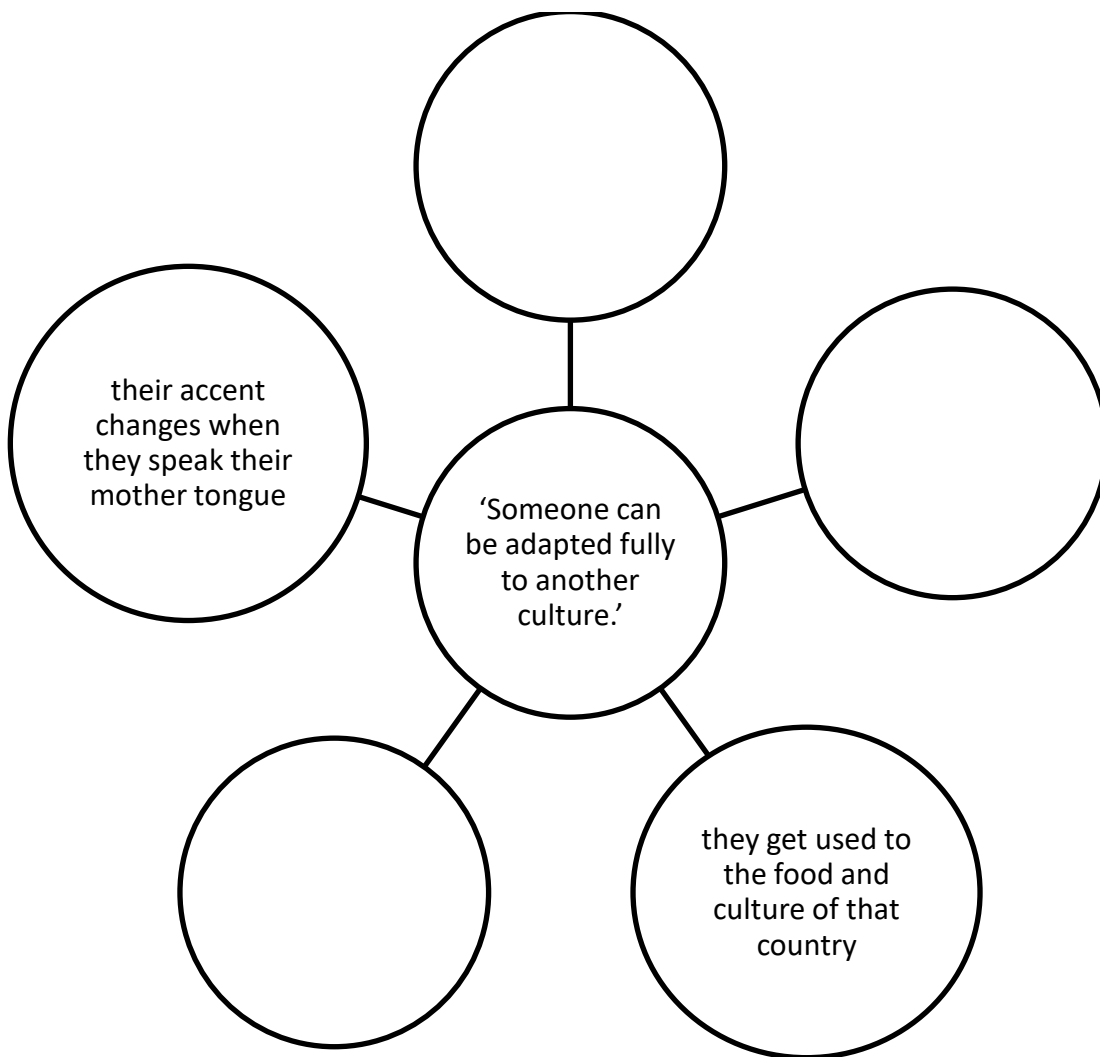
READ: Thank you. That's the end of the speaking test.

TASK 3: STUDENT A TASK CARD

'Someone can completely fit into another culture.'

You are going to discuss this topic with another student.
You will **AGREE** with the statement.

You can take notes below. You have 2 minutes.

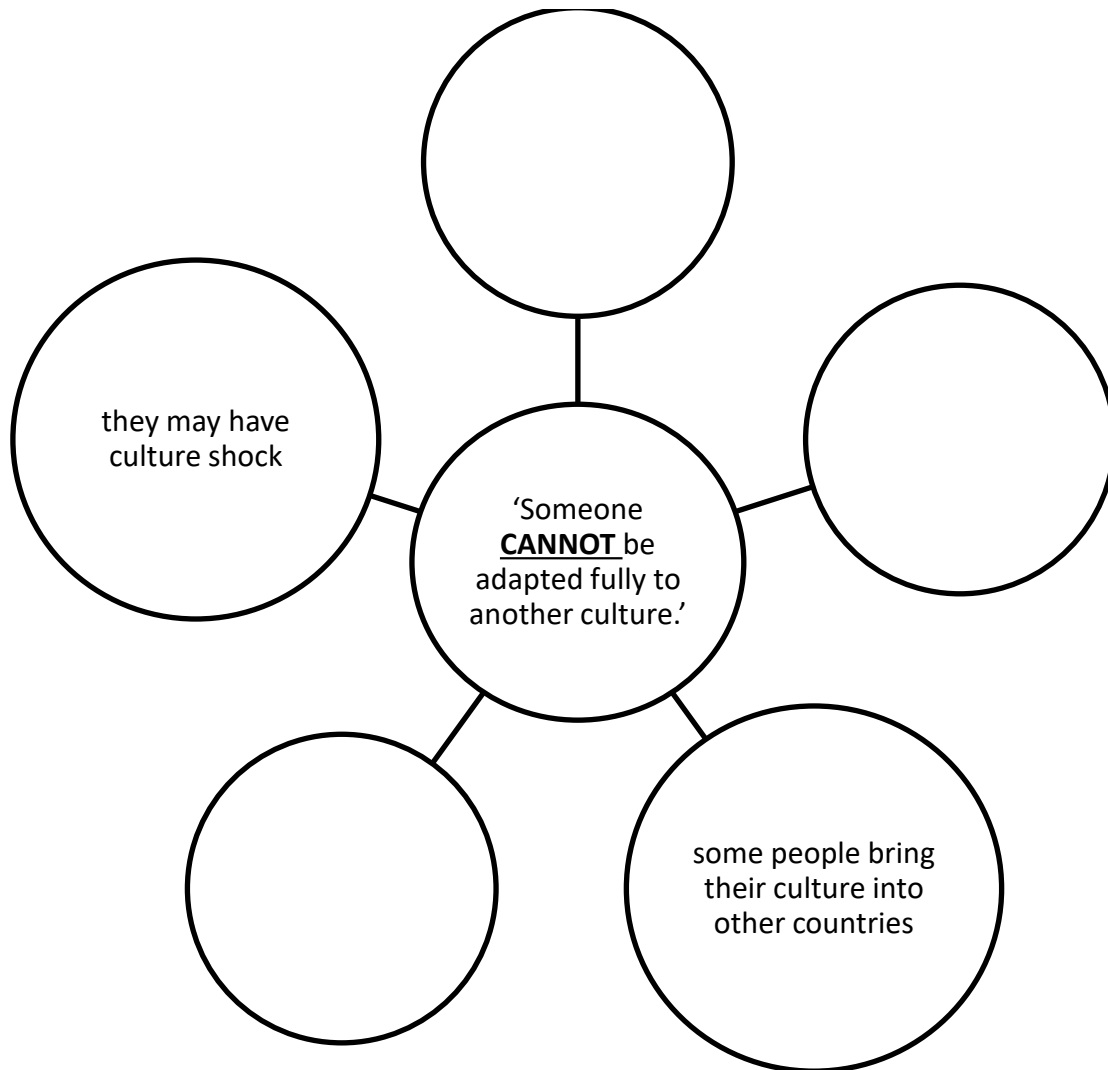


TASK 3: STUDENT B TASK CARD

'Someone can be adapted fully to another culture.'

You are going to discuss this topic with another student.
You will **DISAGREE** with the statement.

You can take notes below. You have 2 minutes.



➤ PLACEMENT EXAM

Our English Preparatory Program Placement Exam is given by the Oxford Placement Test and primarily aims to determine students' level of English knowledge to place them in the class appropriate to their English levels or to take the Proficiency Exam. The test is 60 minutes long and assesses grammar and vocabulary knowledge and reading skills. The exam is taken in the computer lab with one or more invigilators according to the number of candidates.

➤ EXAM PREPARATION

All exams must be the work of our English Preparatory Program Testing and Assessment Department. Texts and audio can be taken from some commercially published resources. Tried and tested exam questions are stored in our test bank for later use in reasonable periods. The testing and Assessment Department prepares an exam development schedule and shares it with the related people who are to take part in the exam development process.

- All the Portfolios, Midterm, and Final exams are developed following the syllabi.
- In-class writing topics are chosen by the level coordinators.
- The specifications of the tests and item types are prepared by the Testing and Assessment Department under the supervision of the Testing and Assessment Department coordinator, if need be, the English Preparatory Program Coordinator might make some contributions. The dates of the Midterm and Final Exams are announced to the students when the academic year starts. For the morning and afternoon sessions students, portfolios, and in-class writing are given during the lesson hours. These dates and hours are subject to change if necessary.
- The level coordinators are responsible for providing feedback on the appropriateness of the specifications for their own levels. The specifications must be standardized for each level and be valid throughout the year for the same level. The specifications are then shared with the instructors teaching that particular level/skill area.
- The exam topics are, however, not shared with a third party other than the Coordinating Team and the level Coordinator who proofreads the exam.
- Other assessment tools such as in-class writing assignments, projects, homework, etc. are prepared and assigned by class teachers; monitored and guided by level coordinators.

➤ ADMINISTRATION OF THE TESTS

Invigilation Policy and Procedures

At our English Preparatory Program, invigilation is considered to be among the main duties of all the instructors. The Testing and Assessment Department sends invigilation lists and procedures before the exams. Exam procedures are prepared according to the test design and content.

- Invigilators are expected to follow the procedures closely and be vigilant at all times in order to ensure standardization and to avoid the risk of cheating.
- Students are to be seated according to the seating style provided by the Testing and Assessment Department and they sign for all the exam sessions they sit. After the exam, instructors put the signed attendance list with the exam papers in the exam envelope. The students who were absent during the exam are recorded on the exam signature list as absent by the invigilator.
- The names of the students with disabilities are given to the Testing and Assessment Department in advance and these students are assigned a separate room and an invigilator. Depending on the nature of the disability, the invigilator may have to mark the answers on the optic form or write the essay/response paragraph as dictated by the student. In that case, the invigilator needs to fill out an incident report (preferably in Turkish) and return it to the Testing and Assessment Department with the related exam papers.

Here is a sample of Instruction paper in the exam pack for the invigilators.

Cheating

Cheating is **not acceptable** and is punishable behavior according to the Higher Education Council Disciplinary Regulations.

- If a student is talking to another student or looking at another student's paper, she/he is warned first and his/her place is changed. If the behavior persists, the student's paper could be taken and she/he is asked to leave the classroom immediately. The invigilator fills in an incident report form immediately after the exam, asks the student to read what she/he has written, and asks him/her to sign it.
- If cheating is suspected, the invigilator(s) is advised to catch the student in the act and secure a statement signed by himself/herself and the student. In order not to break the concentration of other test takers, the standby invigilator should be called into the room, and the official report should be written and signed outside the exam room, preferably

in the Testing Office. If the student refuses to sign the incident report form, the invigilator does not go into a discussion with the student in any way. It is enough to note that the student refuses to sign the form on the incident sheet. The student is informed that the school's discipline board will review the case. The program coordinator then files the report with the upper administration of our English Preparatory Program.



REPUBLIC OF TURKIYE / TÜRKİYE CUMHURİYETİ
İSTANBUL KENT UNIVERSITY / İSTANBUL KENT ÜNİVERSİTESİ

SCHOOL OF FOREIGN LANGUAGES / YABANCI DİLLER YÜKSEK OKULU
INCIDENT REPORT / OLAY TUTANAĞI

DATE / TARİH: ____ / ____ / ____

To the Directorate of School of Foreign Languages / Yabancı Diller Yüksekokulu
Midürlüğüne,

I kindly inform you about the details of the incident stated below. / Aşağıda detayları verilen olayı bilgilerinize sunarım.

Full Name of the Student / Öğrencinin Adı Soyadı	
Name of the Instructor / Öğretim Görevlisinin Adı Soyadı	
Date of the Incident / Olayın Yaşandığı Tarih	
Hour & Class Code / Saat & Sınıf Kodu	

Please explain the incident in detail. / Olayın detaylarını açıklayınız.

[illegible]

Instructor's Signature

Öğretim Görevlisinin İmzası

Student's Signature

Öğrencinin İmzası

➤ MARKING AND GRADING POLICY AND PROCEDURES

Marking of Exams

All instructors will be required to participate in the administration (e.g. assessor/interlocutor), proctoring, standardization, and marking of exams during the examination periods which take place at different times of the academic year.

The exams are graded firstly by the classroom invigilator and then double-checked by another instructor who does not teach the class for the Writing and Speaking Exams.

No exam, except for portfolios and in-class writing, is allowed to be taken out of the university for marking and grading.

Placement and Proficiency

For the Placement Exam, the level of the candidate appears right after the Oxford Test. The student is given the information according to their level for further steps.

The KELT Exam and the reading and Listening parts of the proficiency exam consist of multiple-choice items, True / False, and fill-in-the-blank questions, and the grading of the papers is done by the main teachers of the class or instructors assigned by the coordinators. The testing and Assessment Department prepares the answer keys and/or puts criteria inside the packs after the exam for the instructors during the grading time.

The writing components of the proficiency exam are graded by two different instructors following the procedures stated in the “Writing” and “Speaking” parts of the exam.

Midterms and Finals

Midterm and Final exams are graded by class teachers according to the answer keys provided by the Testing and Assessment Department. For the exams with open-ended (constructed-response) questions, criteria are held by the Testing and Assessment Department members and the instructors teaching at the related level.

The exams are graded firstly by the classroom invigilator and then double-checked by another instructor who does not teach the class. Both graders use pens of different colors. When marking papers is over: The double-checker writes the exam score on the grading sheet and then transfers it to the excel sheet of the related class in the system. Double checker puts the test papers into order according to the attendance sheet and puts them into the relevant class envelope.

Marking of the Writing Section Prepared by the Testing and Assessment Department

1. The first grader writes the names of the students and the grades; and break-downs on the “1st marking sheet”, signs the paper, and brings it to the Testing and Assessment Office. The 1st marker does not underline any word on the student’s paper.

2. The 2nd grader writes the names of the students and writes the grades and break-downs on the “2nd marking sheet” signs the paper and brings it to the Testing and Assessment Office. The 2nd marker may underline some parts of the student’s paper.
3. The 2nd grader takes the average of the scores and writes it on the exam paper with a pen if there is no discrepancy, or the difference is less than 6 points.
4. If the discrepancy is over 6, two graders come together to negotiate and regrade again.
5. If the discrepancy between the grades of the first grader and the third grader exceeds and cannot be negotiated, then the student’s paper will be sent to the Testing Coordinator for grading.

Inter-Scorer Reliability

Our English Preparatory Program Testing and Assessment Department chooses benchmarking papers and sends them out to the related graders. Benchmarking papers should be representative of anticipated problems. Not enough content, poor grammar, etc. The Testing and Assessment Department holds a benchmarking session with the graders where the graders get into groups and discuss the grades for the benchmarking papers. If the discrepancy is more than 10%, the Testing and Assessment Department representative goes over the rubric again.

Confidentiality and Security

To keep the confidentiality and the security of the exams, invigilators must pay utmost attention to the following points:

- After the exam, they must not take an extra copy of the question booklets.
- They must not take a photo of the exam paper.
- They must permanently delete the listening section or other downloaded parts of the exam from their laptops or in-class computers.
- They must keep the answer keys in the class envelopes once the first grading is completed.
- They must not discuss anything related to the exam with the students or any instructor
- when the students are around (i.e. difficulty level of the exam, correct answers, problems, etc.).

Plagiarism in the Exam

If plagiarism is suspected, the grader is advised to use an online search engine to find the original content. The instructor may treat the incident as cheating if a big chunk of text was copied; and may follow the procedures for cheating. However, if there are only a few lines of copied material, the paper is graded according to the rubric.

Plagiarism in assignments

This includes any situation where students have another person write, in full or in part, an assignment for them, or copy materials from other students, printed materials, and/ or the Internet. Instructors will give a failing grade for any assignment test where they see that any student has plagiarized material.

Keeping the Exam Records and Storage

Instructors are to submit the portfolio results at the end of each exam to the Testing and Assessment Office One Drive system. However, Midterm and Final exams, Placement, and Proficiency Exams will be returned to the Testing and Assessment Office with the exam packs once the period for student feedback and objection ends. These papers must be kept in the archives of the Testing and Assessment Office for “two calendar years”. Their records are kept by the department secretary. Archives for the results are to be kept digitally and paper-printed for the signature issues.