Assessment in SFL

In FM İşık University, SFL, the Testing Office (T.O.) is responsible for the development of high-stakes assessment tools. These tools are midterm and final exams, Exit, Proficiency, and Placement exams, as well as their make-ups. The weight of midterms, finals, and Exit exams is 65% in calculating the end-of-year average of students. The T.O. is also in charge of the administrative issues related to these tests—e.g. analyzing the test results and retention of the records.

The remaining 35% is made up of a variety of in-class assessment tools such as quizzes, project work, discussions, presentations, etc. These are prepared by class teachers and monitored by track coordinators. The T.O. provides feedback/support on demand. (For a more detailed explanation of the duties see the job descriptions in Instructor’s Handbook).

In developing their quizzes, teachers are advised to use the format and instructions that the T.O. uses in high-stakes exams. This is to ensure that students are familiar with instructions and question types by the time they encounter them in the midterm and final exams (see Appendix 1 Exam Template).

For other means of assessment such as production tasks, debates, presentations, etc. Teachers must use the assessment rubric provided by the coordinator of their particular track.

Incoming Students

- If an incoming student presents a passing score from any of the following senate-approved IELTS/TOEFL exam centers, or ÖSYM (Measurement, Selection, and Placement Center), s/he will have the right to proceed to the Freshmen Program as per the decision B.30.2.IŞK.0.70.00-050.01.04-42 taken by the University Senate on March, 31 2011.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS</td>
<td>6</td>
</tr>
<tr>
<td>TOEFL (paper-based)</td>
<td>480</td>
</tr>
<tr>
<td>TOEFL (CBT)</td>
<td>170</td>
</tr>
<tr>
<td>TOEFL (IBT)</td>
<td>70</td>
</tr>
<tr>
<td>KPDS / ÜYS /YDS</td>
<td>75</td>
</tr>
</tbody>
</table>

TOEFL Centers:

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1 End-of-year average refers to the arithmetic average of yearly average and the Exit Exam score.
IELTS Centers:

- All British Council IELTS centers
- All IDP IELTS centers

KPDS/ÜYS/YDS Centers:

- All ÖSYM test centers

- If a student does not provide a passing score from an exam center stated in the list above, s/he must enter the FMV İşık University English Preparatory Program Placement Test.
- If a student scores below 60% on the Placement Test, s/he must sit through the English Preparatory Program.
- If a student scores above 60% on the Placement Test, s/he has the right to sit the Proficiency Exam.
- If a student scores 70% or above on the Proficiency Exam, s/he earns the right to proceed to the Freshman Program.

Prep Students

Exit Exams

SFL conducts two Exit Exams and one make-up exam for the students who have been placed in the English Preparatory Program. All these exams are developed using the same set of specifications (see Appendix 2 Description of Exit Exams). However, differences apply in terms of entitlement of entry to each of these exams and their weight in the calculation of the passing scores.

1. The Early Exit Exam.
   The Early Exit Exam is given at the end of the Fall semester and only the Track 3 students have the right to sit the exam provided that they have earned a semester average of 70% and have attended 90% of the classes. The student’s end-of-year average is calculated by taking the 50% of the yearly average and 50% of the Exit Exam score. The minimum passing grade in the Early Exit Exam is 65, provided that the student has a yearly average of 75 and above.

2. The Exit Exam.
   The Exit Exam is given at the end of the Spring semester and all students have the right to sit the exam provided that they have attended 90% of the classes. (see [The] Instructors’ Handbook for Instructors’ Job Description) The students’ end-of-year averages are calculated by taking the 50% of the yearly average and 50% of the Exit Exam score.

Students who are placed in the English Preparatory Program may choose to take one of the international exams that the University Senate recognizes at any time of the year. The passing scores and the approved exam centers are the same as those that are listed under the section “Incoming Students”.

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2 Students who are placed in the English Preparatory Program may choose to take one of the international exams that the University Senate recognizes at any time of the year. The passing scores and the approved exam centers are the same as those that are listed under the section “Incoming Students”.

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minimum passing grade in the Exit Exam is 65, provided that the student has a yearly average of 75 and above.

3. The Make-up Exam (or the Summer Exit).
   As per the regulations by the YÖK (Higher Education Council), all students who could not complete the program successfully are entitled to sit a make-up Exit Exam before the following semester starts. In the SFL department, this exam is given at the end of the summer school program, though students do not have to be enrolled in the summer school to sit the Summer Exit Exam. The minimum passing grade in the Summer Exit Exam / Make-up Exam is 70, regardless of the students’ yearly averages. Yearly averages are not taken in to consideration when calculating the exit average.

4. September Proficiency Exam: This exam, which serves as the exemption exam for the incoming students, is also considered an additional make-up exam for the returning prep students. The calculation of the exam components, however, is different from the other Exit Exams. (see Appendix 3 Description of Proficiency Exams)

Yearly Average
Yearly average is calculated based on students’ performance throughout the year. Means of assessment include, but is not limited to homework assignments, project work, quizzes, tasks, presentations, midterm and final exams. Midterm and Final exams make up 30% of the

Designing, Developing, and Monitoring the Assessment Tools

Designing and Developing the Assessment Tools
As a department policy, all high-stakes exams must be designed thematically and by the Testing Office. All exams must be the original work of the T.O. Plagiarism is not acceptable. (see Appendix 4 the Job Descriptions of Testing Members) Exams cannot be recycled in the SFL English Prep Program. Each exam must be created for a specific administration. The only exception to this is the Mock Exit Exams that are given once a semester so that students can familiarize themselves with the Exit Exam conditions. In order to have more reliable results, the T.O. chooses an Exit Exam that was used recently, but not to that particular student population (e.g. the exit exam from the previous academic year).

The Testing Coordinator prepares an exam development schedule and shares it with everybody who is to take part in the exam development process (see Appendix 5 Sample Exam Development Schedule). Midterm and Final exams are developed in accordance with the syllabi. The specifications of the tests and item types are prepared by the T.O. coordinator and the Academic Coordinator. (see Appendix 6 Test Specifications). The track coordinators are responsible for providing feedback on the appropriateness of the specifications for their own levels. The specifications are then shared with the instructors teaching that particular level/skill area and modified, if need be, according to their feedback. The exam topics are, however, not shared with anybody other than the Coordinating Team. The topic of the Exit Exam is decided by the Testing Office and the Academic Coordinator. Other members of the CT are not involved in the preparation of the Exit Exam.

Other assessment tools such as quizzes, in-class writing assessment, homework, etc. are prepared by class teachers and monitored by track coordinators.
Administering Tests

Invigilation Policy and Procedures
In School of Foreign Languages, invigilation is considered among the main duties of instructors. Therefore, instructors may not be able to take paid or unpaid leave during exam periods, which are announced through the academic calendar before the start of the school year.

The T.O. sends invigilation lists and procedures before the exam. Exam procedures are prepared according to the track and skill area of the test. (see Appendix 7 Sample Exam Procedures) 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 plan provided by the T.O. and sign for all the exam sessions they sit. After the exam, instructors submit the signed attendance register with the exam papers. (see Appendix 8 Sample Seating Plan)

Students with disabilities are assigned a separate room and 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 T.O. with the exam papers. (see Appendix 9 Sample Incident Report)

Cheating
Cheating is not acceptable and is punishable behavior according to the Higher Education Council Disciplinary Regulations (see Appendix 10 the Higher Education Council Disciplinary Regulations)

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 in the room, and the official report should be written and signed outside the exam room, preferably in the Testing Office. The T.O. then files the report with the upper administration of the SFL. (see Appendix 11 Sample Cheating Incident Report)

Grading policy and procedures

Midterms and Finals
Midterm and Final exams are graded by class teachers according to the answer keys provided by the Testing Office. For exams with open-ended questions, key discussion and/or benchmarking sessions are held by the Coordinator or the Testing Officer responsible for that particular track.

Placement, Proficiency, and Exit Exams
The Placement Exam and the reading and listening sections of the Proficiency and Exit Exams consist of multiple choice items only and the grading of the papers is done using an optic reader. The Testing Office sends optic forms to the IT department of the university with the answer keys.

The writing components of the Proficiency and Exit Exams are graded by instructors. In order to ensure objective grading, each student is represented by a number which was assigned to the student during the exam and noted on the attendance sheet. Thus, the graders do not know who the paper they are grading belongs to.
In order to ensure inter-scorer reliability a number of actions are taken:

1. The Testing Office chooses benchmarking papers and sends them out to the graders. Benchmarking papers should be representative of anticipated problems, e.g. not enough content, good content with poor grammar, etc.

2. The Testing Office holds a benchmarking session with the graders where graders get into groups and discuss the grades for the benchmarking papers. The acceptable discrepancy among graders is no more than 10%. If the discrepancy is more than 10%, the Testing Office representative goes over the rubric and the benchmarking paper with the group. (see Appendix 12 Essay and Response Paragraph Writing Rubrics)

3. The Testing Office assigns instructors into grading groups randomly. There are also reviewers assigned to grading groups. Graders fill in the grading sheet as they grade their papers. **They must not write anything on the exam paper.** After the graders finish grading, they get together to see if their grades are within range. If they have more than 5% discrepancy, they should go over the paper. They can change their grades themselves, refer to the reviewer assigned to them, or go to one of the Testing Officers to ask their opinion.

4. Graders return the exam papers and Final Grading Sheet to the reviewer assigned to them. The reviewer needs to scan through the papers and see if the grades given are accurate. If not, the grader may change the grade or send the paper(s) back to the original graders so that they can grade the paper(s) again. In either case, the reviewer must make a note of it in the Final Grading Sheet (see Appendix 13 Grading Sheets).

5. The reviewer returns the exam papers and Grading Sheets to the Testing Office. In order to monitor the grading, the Testing Office members pick three random exam papers per grading group and grade the papers to compare their grades to those of the graders and the reviewers.

**Plagiarism**

The cases of plagiarism may be difficult to detect and require vigilance of exam graders. If plagiarism is suspected, the grader is advised to use an online search engine to find the original content. The copied content then should be printed out and brought to the T.O. with the exam paper. The T.O. 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 (that may be remembered by anybody after reading that particular text), the paper is graded according to the rubric, which penalizes such copying by lowering the grade on task achievement. (See Appendix 12 Essay and Response Paragraph Writing Rubrics)

**Recording Exam Grades**

There must be double-checking in every step of exam grade recording, i.e. transferring grades from Final Grading Sheets onto exam papers, and from exam papers to Excel grade sheets.

**Monitoring Assessment Tools**

The midterm and final exams and semester averages are compared to the Exit Exam results of the students to see if there is a meaningful correlation.

After Exit Exams, the Testing Office does a detailed items’ analysis that shows the distribution of choices, difficulty index, discrimination index, and distractor analysis for upper and lower quartile students.
Depending on the results of the analysis, the T.O. takes the necessary actions, e.g. accepting a second correct answer for a particular question.

Feedback Cycle
Students are entitled to receive feedback on all the assessment in the SFL, including midterms, finals, and Exit Exams. The feedback for midterm and final exams is given by class teachers within the first week of the following module. This may be in the form of all-class or one on one feedback.

The feedback for the Exit Exams is given either by a Testing Officer or by the instructor who graded that particular paper. The feedback must be one on one. The feedback period for the Exit Exams ends on the last day of appeals (officially three days following the announcement of grades). This deadline is also announced through the university website along with the exam grades. Both the student and the teacher sign a feedback registration sheet before they take the paper from the Testing Office.

Appeals / Objections
Students have the legal right to object to their Exit Exam scores within three days following the announcement of grades. They can come and submit a petition to the T.O. in person, or send an e-mail message to the testing@isikun.edu.tr account. Objections that are done through other channels, e.g. sending an e-mail message to an instructor or the department secretary may not be taken into consideration.

At the end of the appeals period, the T.O. forms an appeals commission comprised of a minimum of four T.O members and instructors. The appeals commission should...

1. Check the attendance lists to see which exam room the student was in and which versions of the test they were given.
2. Find the student’s test booklets to verify the test versions against what is written on their optic forms.
3. Read the writing component of the exam and grade it again using the grading rubrics to verify the accuracy of the announced grade.
4. Fill in the “ıtiraz sonuçları formu” (petition results) whether there are any changes to the announced grades or not. (see Appendix 14 İtiraz Sonuçları Formu)
5. Announce the results through the SFL website.

Keeping the Exam Records and Storage

Midterm and Final Exams
By law, midterm exams do not have to be stored and can be returned to students. Instructors are to keep the final exam papers in their offices until the beginning of the next academic year and return them to the Testing Office in an envelope with the exam return cover page (see Appendix 15 Exam Return Cover Page) Final exams must be kept in the archives for two calendar years following the exam date. Teachers are to keep the exam records for their own classes using the Gradekeeper Software (the latest version is downloadable online and teachers can learn the product key for registration from the ICT Coordinator) and send their Gradekeepers to their Track Coordinators at the end of each module. The printout of the Gradekeeper reports should be submitted to the Department Secretary along with the attendance records.
Students should have access to their grades and exam papers, so class teachers should be ready to show them when they are requested. They are also published online through the SFL website. These records and backups are kept by the department secretary for an indefinite period of time.

**Placement, Exit, and Proficiency Exams**
Placement, Exit, and Proficiency Exams are kept in the archives for two calendar years following the exam date. Their records and backups are kept by the department secretary for an indefinite period of time.

**APPENDICES**
PART A: Read the following sentences and write the correct form of the word given in parentheses. (xx points each)

Example: The project team worked **productively** and finished the work on time. (PRODUCE)

1. Successful businessmen are usually ________________ in the political world. (INFLUENCE)
2. The mental ________________ of babies can be affected negatively by the kind of food they eat. (GROW)

PART A: Complete the paragraph with the correct words or phrases from the box. Use each word only ONCE! (xx points each)

The media are a huge part of our daily lives. It is as old as writing. The media have always been a point of interest because people have always wanted to (1) ________________ news and learn about events. In the old times, people used to (2) ________________ in town squares and listen to news from criers. A few centuries later, more people learned how to read. This was a (3) ________________ change because (4) ________________ increased the popularity of news. After the advances in technology, people began to get their news electronically. In the first half of the twentieth century, the radio became everyone’s favorite because war news was (5) ________________ live. Today, many people think that newspapers and radio news are (6) ________________ and digital media is more modern. Digital media is still a new concept, but the advantages are clear. Digital media are much faster, so people get their news (7) ________________. In this new type of media, the Internet plays an important role. People go online and (8) ________________ in the news by making comments.

We don’t know the future of news, but it is clear that it is going to become more interactive and exciting.
PART A: Write sentences using the words below. Your sentences should be both meaningful and grammatical. Note that a grammatically correct, but not meaningful sentence is NOT acceptable. (XXX points each) -------/ 20

1. instantly (adv)

2. gather (v)

3. access (v)

PART A: Read the following sentences and find the meanings of the underlined words using context clues and strategies. (XX points each)

1. At international soccer matches, fights are quite frequent; in other words, they occur often.
   a) many  
   b) unusual  
   c) show up  
   d) irregular

2. The light that lasers produce is monochromatic; however, ordinary light comes in many different colors.
   a) having one color  
   b) having many colors  
   c) having ordinary colors  
   d) having unusual colors

PART A: Look for the context clues and use strategies to figure out the meaning of the boldface words. The first one has been done for you as an example. (xx points each)

_______/XX

(Note to the TEACHER) This question type has been included because it is used in Making Connections Intermediate. It is a good idea to inform students as to how their answers will be graded. For example, the answer to the second question cannot be “people”, the acceptable answer is “people who buy newspapers”. Because the grading can be difficult, and considering this question type is difficult for the students, the questions should be written carefully so that they are at the right level for your students.
1. From 1930 to 1945, the number of immigrants coming to the United States **declined**. During this time, it was more difficult to get a job, and it became difficult to travel during the World War II. However, as soon as the war ended immigration increased again.

   __________ **became smaller / decrease**

2. As newspapers became cheaper, more **consumers** began to buy them. And as more people began to buy and read them, newspapers became even cheaper.

   ______________________________________

3. It can take a long time to **recover** from a serious illness. It is important to rest and then return slowly to a more active life.

   ______________________________________

**PART A: Match the words or phrases in column A with the definitions in column B. Write your answers in the blanks next to the definitions. There are more words than you need. (xx points each)**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>concrete</td>
<td><strong>A.</strong> to provide with a room and sometimes with food.</td>
</tr>
<tr>
<td>survive</td>
<td><strong>B.</strong> existing in reality or in real experience; perceptible by the senses; real.</td>
</tr>
<tr>
<td>accommodate</td>
<td><strong>C.</strong> to live after some event that has threatened one’s life.</td>
</tr>
<tr>
<td>intelligence</td>
<td><strong>D.</strong> a discussion set up to produce an agreement.</td>
</tr>
<tr>
<td>span</td>
<td><strong>E.</strong> the gathering or distribution of information, especially secret information.</td>
</tr>
<tr>
<td>promotion</td>
<td></td>
</tr>
<tr>
<td>negotiation</td>
<td></td>
</tr>
</tbody>
</table>

**PART A: Match the words or phrases in column B with the definitions in column A. Write your answers in the blanks next to the words. There are more definitions than you need. (xx points each)**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>concrete</td>
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<td>promotion</td>
<td></td>
</tr>
<tr>
<td>negotiation</td>
<td></td>
</tr>
</tbody>
</table>
A. to provide with a room and sometimes with food.
B. existing in reality or in real experience; perceptible by the senses; real.
C. to live after some event that has threatened one’s life.
D. a discussion set up to produce an agreement.
E. the gathering or distribution of information, especially secret information.
F. the complete duration or extent.
G. advancement in rank or position.

PART A: Fill in the blanks with the appropriate form of the words given. There is an extra word in each set. (XX points each blank)

1. compete (v) / competition (n) / competitive (adj) / competitor (n) / competing (n) / competitively (adv)
   a. Pistorius is the winner of many _________________________ for disabled athletes.
   b. He wants to _________________________ against able-bodied athletes.
   c. Usain Bolt ran faster than all his _______________ s in 2008 and 2012 Olympics.
   d. Usain Bolt began _________________________ as a runner when he was in high school.
   e. Usain Bolt’s natural talent has given him a _______________ advantage.

2. advantage (n) / have an advantage (v) / be at an advantage (v) / give an advantage (v) / advantageous (adj)

PART A: Match the words in column A with their synonyms in column B. There are more words in column B than in column A. (XX points each)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. happy</td>
<td>a. ...</td>
</tr>
<tr>
<td>2. ...</td>
<td>b. ...</td>
</tr>
<tr>
<td>3. ....</td>
<td>c. content</td>
</tr>
<tr>
<td>4. ...</td>
<td>d. ...</td>
</tr>
<tr>
<td>5. ...</td>
<td>e. ...</td>
</tr>
<tr>
<td></td>
<td>f. ...</td>
</tr>
</tbody>
</table>
PART A: Match the words in column A with their antonyms in column B. There are more words in column B than in column A. (XX points each)  

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
</table>
| 1. happy   | a. ...
| 2. ...     | b. ...
| 3. ....    | c. Sad
| 4. ...     | d. ...
| 5. ...     | e. ...

Appendix 2 Description of Exit Exams

Exit Exam

The Işık University Exit Exam (EE) consists of five components:

1. Introduction (not graded)
2. Reading (25%)
3. Response Paragraph Writing (15%)
4. Listening (35%)
5. Essay Writing (25%)

Being a thematic exam, all the sections are related to the same general topic.

Morning Session

1) Introduction: In the Introduction part, candidates look at the photos, read captions or brief information (if any), and answer the questions. The purpose of this part is to introduce the topic and get students to think about what is likely to appear in the sections that follow. This part of the exam is not graded.

2) Reading: In the first section, candidates read a text about the general topic (about 1300-1500 words). Then they answer 20 questions testing their comprehension of the text.

Questions Types: Multiple Choices, Matching.
**Sub-Skills tested:** Inference, finding referents, finding details, understanding the general purpose of the text, understanding main ideas, differentiating between facts and opinions, understanding the purpose of examples, guessing vocabulary from context.

**Duration:** 60 minutes

**3) Response Paragraph Writing:** In this section, candidates read a text of about 350-500 words in order to write a response paragraph on it. The text may be informative or opinionated. The candidates are expected to summarize and paraphrase the main points in the text and use textual references while responding to the question given.

**Sub-Skills tested:** Finding main ideas, differentiating between facts and opinions, paraphrasing, summarizing.

**Duration:** 40 minutes

---

**Afternoon Session**

**4) Listening:** In this section, candidates listen to a lecture of about 1800-2,000 words, again on the same general topic. The Listening Section aims to test the candidates' note-taking skills. Because of the length of the lecture text, the lecture is divided into two parts. In the first part of the lecture, the candidates listen to the lecture and take notes. Then the candidates answer the questions for the first part of the lecture using their notes. In the second part of the lecture, which is the continuation of the first part, the same procedure is followed.

**Question Types:** Multiple Choices, Matching, and True / False

**Sub-Skills tested:** Noting down definitions, main ideas, important details, and figures; identifying the overall tone of the lecture; understanding the purpose of examples.

**Duration:** Lecture reading (part one and part two combined) by the lecture reader approximately takes 30 minutes. The candidates are given 13-14 minutes to answer the questions in each part.

**5) Essay Writing:** In the final part of the EE, candidates are tested on their ability to write an academic essay on the same general topic. They are expected to use the input from the readings and the lecture. However, they can also use their own knowledge and opinions about the given topic so long as they are well-supported.

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

**Duration:** 60 minutes
Appendix 3 Description of Proficiency Exams

Proficiency Exam

The Işık University Proficiency Exam (PE) consists of four components:

1. Introduction (not graded)
2. Reading (25%)
3. Listening (35%)
4. Essay Writing (40%)

Being a thematic exam, all the sections are related to the same general topic.

Morning Session

1) Introduction: In the Introduction part, candidates look at the photos, read captions or brief information (if any), and answer the questions. The purpose of this part is to introduce the topic and get students to think about what is likely to appear in the sections that follow. This part of the exam is not graded.

2) Reading: In the first section, candidates read a text about the general topic (about 1300-1500 words). Then they answer 20 questions testing their comprehension of the text.

Questions Types: Multiple Choices, Matching.

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

Duration: 60 minutes

Afternoon Session

3) Listening: In this section, candidates listen to a lecture of about 1800-2,000 words, again on the same general topic. The Listening Section aims to test the candidates’ note-taking skills. Because of the length of the lecture text, the lecture is divided into two parts. In the first part of the lecture, the candidates listen to the lecture and take notes. Then the candidates answer the questions for the first part of the lecture using their notes. In the second part of the lecture, which is the continuation of the first part, the same procedure is followed.

Question Types: Multiple Choices, Matching, and True / False

Sub-Skills tested: Noting down definitions, main ideas, important details, and figures; identifying the overall tone of the lecture; understanding the purpose of examples.
Duration: Lecture reading (part one and part two combined) by the lecture reader approximately takes 30 minutes. The candidates are given 13-14 minutes to answer the questions in each part.

4) Essay Writing: In the final part of the PE, candidates are tested on their ability to write an academic essay on the same general topic. They are expected to use the input from the readings and the lecture. However, they can also use their own knowledge and opinions about the given topic so long as they are well-supported.

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

Duration: 60 minutes
Appendix 4 the Job Descriptions of Testing Members

Işık University

School of Foreign Languages

English Prep Program

Job Description

**Name of Position: Testing Officer**

Last reviewed: 20, January, 2015

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**Title:**

Testing Officer

**Direct Supervision Received:**

Testing Coordinator

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The SFL Testing Office is responsible for the preparation and development of a variety of high stakes tests (Placement, Proficiency / Exit, Mock Exit, midterm and final exams). These exams are announced through the academic calendar at the beginning of the school year.

A Testing Officer has a number of duties that can be categorized as follows:

1. A Testing Officer teaches up to 8 hours a week and has all the responsibilities of an instructor. (See Instructors’ Job Definition)

2. Testing Officers are assigned to a track by the Academic Coordinator at the beginning of the school year. They are responsible for coordinating the assessment at the track level. This includes the following tasks:

   a) Ensuring that tests are administered as scheduled and follow set exam procedures.
   b) Preparing the midterm and final exams in close collaboration with the track coordinators.
   c) Preparing make-up exams if necessary.
   d) Getting feedback from the Testing Coordinator and making the necessary changes on the exams accordingly in a timely manner. The Academic Coordinator gives the final approval.
   e) Informing the teachers and students about any changes in the exam components, rubrics, or procedures and providing training to the teachers if necessary.
   f) Reviewing and giving feedback on assessment material developed by coordinators and teachers when and where necessary.
   g) Sending out the invigilation lists and procedures at least **three days before** the exams.
   h) Arranging for the reliable grading of the exams i.e. distributing the answer keys, holding key discussion and benchmark sessions.
   i) Obtaining test-related feedback and reporting it to the Testing Coordinator.
   j) Submitting an end-of-semester report to the Testing Coordinator. The report should include an analysis of test results, comparing progress with past years, differences between classes and skill areas, as well as suggestions for improvement.
   k) Reviewing and giving feedback on assessment material developed by other Testing Officers.
3. Testing Officers are assigned one or more components of the Exit/ Proficiency and Mock Exams by the Testing Coordinator.

4. Testing Officers assist the Testing Coordinator in the development of the Exit / Proficiency and Placement Exams. Their tasks include:
   a) Preparing one or more sections of the exam under the supervision of the Testing Coordinator.
   b) Reviewing and giving feedback on the exam sections.
   c) Photocopying and packaging the exams.
   d) Ensuring there are no problems during the administration of the exams.

5. Testing Officers develop materials and resources for testing. Specific tasks include:
   a. Identifying materials and resources available;
   b. Training teachers on the use of specific materials as needed;
   c. Maintaining an exam file (copies of exams, administrative reports, analysis of results, etc.).
   d. Identifying, deciding on, delegating, and following up on testing-related summer projects.
   e. Improving reliability and validity of the exams.

6. Testing Officers organize feedback cycle for the exams.

7. Testing Officers should be present in the office during the official petition period after the exams.

8. Testing Officers maintain clear and good lines of communication with the Academic Coordinator, The Administrative Coordinator, the Department Head, the coordinators, and all teachers. This includes:
   a. Providing feedback about positive and negative events.
   b. Providing feedback about instructors to the management.

9. Testing Officers store tests in an organized fashion in the testing office for at least 1 year.

Secondary Duties

10. Testing Officers act as the departmental representative for testing.

11. Testing Officers participate in professional development activities regarding English as a Foreign Language.

12. Testing Officers keep up-to-date with new techniques and methods in SFL teaching and testing.

13. Testing Officers recommend new resource books and audio-visual materials for testing resources.

14. Testing Officers collect final exams at the end of the academic year and arrange for their secure storage.

General Notes

The Testing Coordinator

15. Present an organized, professional and responsible image.

16. Regularly initiate and facilitate communication with teachers about their testing experiences (be proactive, not reactive).

17. Be open to new ideas and suggestions by teachers. Make an honest effort to see if these ideas/suggestions could benefit the program.

18. Be diplomatic and fair in all situations.

19. Be able to resolve conflicts in a timely manner.

20. Be a resource for supplementary materials and lesson ideas.
Code of Conduct

All Testing Officers, including the Testing Coordinator, must abide by the code of conduct. Failure to do so may result in disciplinary action.

1. All Testing Office Members must preserve the confidentiality of the exam content.
2. Exam preparation schedule and procedures must be abided by meticulously. (See Exam Preparation Procedures)
3. All stages of preparation (drafts of the exams) must be available for review at all times by the Department Head and the Academic Coordinator.
4. All assessment materials must be the original work of the Testing Members. Plagiarism is not acceptable.
5. All feedback must be given and received in a professional manner.
Işık University

School of Foreign Languages

English Prep Program

Job Description

Name of Position: Testing Coordinator

Last reviewed: 20, January, 2015

Title: Testing Coordinator

Direct Supervision Received: Academic Coordinator

The Testing Coordinator is responsible for the preparation and development of a variety of high stakes tests (Placement, Proficiency / Exit, Mock Exit, midterm and final exams). These exams are announced through the academic calendar at the beginning of the school year.

The Testing Coordinator has a number of duties that can be categorized as follows:

1. The Testing Coordinator teaches up to 8 hours a week and has all the responsibilities of an instructor. (See Instructors’ Job Definition)

2. The Testing Coordinator is responsible for coordinating the assessment at the department level. This includes the following tasks:
   a) Ensuring that tests are administered as scheduled and follow set exam procedures.
   b) Supervising the preparation of the midterm and final exams.
   c) Getting feedback from the Academic Coordinator and making sure that the necessary changes on the exams are done accordingly in a timely manner. The Academic Coordinator gives the final approval.
   d) Informing the teachers and students about any changes in the exam components, rubrics, or procedures and providing training to the teachers if necessary.
   e) Reviewing and giving feedback on assessment material developed by coordinators and teachers when and where necessary.
   f) Sending out the invigilation lists and procedures at least three days before the exams.
   g) Arranging for the reliable grading of the exams i.e. distributing the answer keys, holding key discussion and benchmark sessions.
   h) Obtaining test-related feedback and reporting it to the Academic Coordinator.
   i) Submitting an end-of-semester report to the Academic Coordinator and the Department Head. The report should include an analysis of test results, comparing progress with past years, differences between tracks, classes and skill areas, as well as suggestions for improvement;
   j) Reviewing and giving feedback on assessment material developed by Testing Officers.
   k) Developing the Exit / Proficiency and Mock Exams.
3. The Testing Coordinator assigns one or more components of the Exit/Proficiency and Mock Exams to the Testing Officers.

4. The Testing Coordinator ensures there are no problems during the administration of the exams.

5. The Testing Coordinator develops materials and resources for testing. Specific tasks include:
   a. Identifying materials and resources available.
   b. Training teachers on the use of specific materials as needed.
   c. Maintaining an exams file (copies of exams, administrative reports, analysis of results, etc.).
   d. Identifying, deciding on, delegating, and following up on testing-related summer projects.
   e. Improving reliability and validity of the exams.

6. The Testing Coordinator organizes feedback cycle for the exams.

7. The Testing Coordinator should be present in the office during the official petition period after the exams.

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   b. Providing feedback about instructors to the management.

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13. The Testing Coordinator recommends new resource books and audio-visual materials for testing resources.

14. The Testing Coordinator collects midterms and finals at the end of the academic year and arrange for their secure storage.

General Notes

The Testing Coordinator must...

15. Present an organized, professional and responsible image.

16. Regularly initiate and facilitate communication with teachers about their testing experiences (be proactive, not reactive).

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## Appendix 5 Sample Exam Development Schedule

### Fall 2014

<table>
<thead>
<tr>
<th>Component</th>
<th>Officer Responsible</th>
<th>1st Draft Due Date</th>
<th>1st Feedback*</th>
<th>2nd Draft** Due Date</th>
<th>2nd Feedback*</th>
<th>Editing Proof Reading</th>
<th>Final Draft Deadline</th>
<th>Final Approval Ready to Print</th>
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<tbody>
<tr>
<td>Writing</td>
<td>Setenay</td>
<td></td>
<td></td>
<td>Meral</td>
<td>Meral &amp; Gökçe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Meral</td>
<td></td>
<td></td>
<td>Gökçe</td>
<td>Setenay &amp; Gökçe</td>
<td></td>
<td></td>
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<tr>
<td>Listening</td>
<td>Setenay</td>
<td></td>
<td></td>
<td>Gökçe</td>
<td>Meral &amp; Gökçe</td>
<td></td>
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<td></td>
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<tr>
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<td>N/A</td>
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<tr>
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<td>Reading</td>
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</tr>
<tr>
<td>Core</td>
<td>Setenay</td>
<td></td>
<td></td>
<td>Gökçe</td>
<td>Meral &amp; Evren</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>Evren</td>
<td>N/A</td>
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<td><strong>Track 2 Mod 1 Midterm</strong></td>
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<td></td>
</tr>
<tr>
<td>Core</td>
<td>Gökçe</td>
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<td></td>
<td></td>
<td>Meral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
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<td></td>
<td></td>
<td>Gökçe</td>
<td>Meral &amp; Track 2 Coordinators</td>
<td>Meral</td>
<td>Setenay</td>
<td>Meral &amp; Evren</td>
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<td><strong>Track 1 Mod 1 Midterm</strong></td>
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</tr>
<tr>
<td>Integrated</td>
<td>Gökçe</td>
<td></td>
<td></td>
<td></td>
<td>Meral &amp; T1 Coordinators</td>
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</tr>
<tr>
<td><strong>Mock Exam</strong></td>
<td>Meral</td>
<td></td>
<td></td>
<td></td>
<td>Gökçe &amp; Setenay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Early Exit Response Writing

- Writing: Setenay
- Core: Gökçe
- Midterm: Gökçe
- Mock Exam: Meral
Appendix 6 Test Specifications
2014-2015 TRACK 2 Module 2 READING AND WRITING FINAL EXAM SPECIFICATIONS

Duration: 60 minutes

Length: ~900 words

Difficulty level: ~9-9.5 Flesch-Kincaid / ~60 reading ease (passive sentences no more than 20%)

Number of reading questions: ~15 + vocabulary

Question types: Open-ended, multiple-choice, matching

Vocabulary: ~20 points

Q: Skills 2 focuses on affixes and word forms. These should be tested as well as the target vocabulary from the assigned units.

Reading skills covered in the syllabus and their weight in the final exam:

<table>
<thead>
<tr>
<th>Reading skills</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for main ideas</td>
<td>Up to 3 items</td>
</tr>
<tr>
<td>Identifying the writer’s purpose</td>
<td>1 item</td>
</tr>
<tr>
<td>Identifying supporting sentences and details</td>
<td>Up to 5 items</td>
</tr>
<tr>
<td>Guessing vocabulary from context</td>
<td>Up to 3 items</td>
</tr>
<tr>
<td>Comparing information in reading to see similarities and differences</td>
<td>Up to 3 items</td>
</tr>
<tr>
<td>Identifying facts and opinions</td>
<td>Up to 3 items</td>
</tr>
<tr>
<td>Inference</td>
<td>Up to 2 items</td>
</tr>
<tr>
<td>Synthesizing information from multiple paragraphs</td>
<td>Up to 2 items</td>
</tr>
<tr>
<td>References</td>
<td>Up to 2 items</td>
</tr>
</tbody>
</table>

THE WRITING TEST

Students are to write a well-organized paragraph with a proper introduction, supporting details and explanations (possibly with numbers) and a conclusion. The paragraph type can be opinion paragraph or a listing paragraph depending on how the reading and listening texts are formed.
Appendix 7 Sample Exam Procedures

Exit Exam Invigilation Procedures

Before the Exam

- Bring your STAPLERS!!
- **ALL Lecture Readers** (boldfaced in the invigilation list) meet in Room 223 at 8:45.
- Other invigilators pick up the packs at 9:45 from the testing office.
- Students come to their assigned classes as of 9:30.

The exam starts at 10:00.

During the Exam – General Rules

- **Mobile phones** TURNED OFF on the TEACHER’s DESK & **Personal belongings** BY THE WINDOW
- ID check & signing ATTENDANCE SHEETS (should be completed before 10:00)
- OUTLINE OF THE EXAM on the board & EXAM RULES read loudly to students (should be completed before 10:00)
- Warning students at 15-MINUTE INTERVALS and **ACTIVE INVIGILATION** (no books, text-messaging, e-mailing, etc.)
- **NO DISTRACTIVE BEHAVIOR, please**, such as chatting, walking around in noisy or high-heeled shoes, and etc.,
- **LATE STUDENTS** - accepted but **NOT GIVEN EXTRA TIME**
- NO ONE (including late students) CAN ENTER THE EXAM ROOM ONCE THE LECTURE STARTS.
- NO ONE CAN LEAVE THE EXAM ROOM EARLY UNLESS THERE IS AN EMERGENCY!!
- IDENTIFICATION INFORMATION on EXAM BOOKLETS filled out by students
- ANSWERS ON THE OPTIC FORMS (otherwise, THEIR SCORE WILL BE ZERO)
- **ONE** OPTIC FORM for each test

- **OPTIC FORMS filled in carefully:** Make sure students mark the correct test type and correct test version: A-B-C-D:______  R1 for Reading 1  L for Listening

- 4-Version Tests: A-B-C-D: - **SHOULD BE PUT IN ORDER** ACCORDING TO THE SEATING PLAN
- ON THE ATTENDANCE SHEET, INDICATE EACH STUDENT’S Test version + Essay number

Test Procedures

- **Introduction (10:00-10:10):** Background info about the theme – 10 minutes
• Part 1 – Reading (10:15-11:15): **20 questions – 60 minutes**  (Test type on the **OPTIC FORM: R1**) Test version for each student should be noted on the attendance list.

• Part 2 – Listening (11:15-12:15): (Test type on **OPTIC FORM: L**)   
  *Lecture – Part 1 (Note-Taking)*
  
  o NOTE PAPERS, OPTIC FORMS, and VOCABULARY SHEETS distributed – **NOT QUESTION SHEETS!**
  o LECTURE – PART 1 read
  o QUESTIONS 1-10 distributed after the lecture – **13 minutes** to answer Q’s
  o Question Sheets and Note Papers collected (**Do NOT collect the VOCABULARY SHEETS.**)  

  *Lecture – Part 2 (Note-Taking)*
  
  o NOTE PAPERS distributed
  o LECTURE – PART 2 read
  o QUESTIONS 11-20 distributed after the lecture – **13 minutes** to answer Q’s
  o Question Sheets, Optic Forms, Note Papers, and Vocabulary Sheets collected
  o Question Sheets, Note Papers, and Vocabulary Sheets stapled (in this particular order) – **NOT OPTIC FORMS!**
  o **PLEASE DO NOT STAPLE OPTIC FORMS. OTHERWISE, THE READER WILL NOT READ THE SHEET.**

**LUNCH BREAK (12:15 – 13:40)**

Submitting Papers to the Testing Office

• INTRO, Part 1, and Part 2 packs to the Testing Office, **OPTIC FORMS SEPARATELY!**

• **DO NOT STAPLE THE OPTIC FORMS**

• Bring used & unused copies **separately at the end of the morning session.**

• Mark the items on the checklist

• Pick up the writing packs from the Testing Office 15 minutes prior to the exam

**Afternoon Session starts at 13:50**

• Part 3 – **Writing:** an academic essay with 3 paragraphs – **60 minutes**
  
  o **DICTIONARIES ARE NOT ALLOWED.**

  o Students can leave the room **AFTER 40 MINUTES.**
WRITING PAPER NUMBERS noted ON THE ATTENDANCE SHEET

Submitting Papers to the Testing Office

- Used & unused copies separately
- Put the WRITING PAPERS in NUMERICAL ORDER
- All sheets in the Writing Test STAPLED if torn apart
- Mark the items on the checklist

THANK YOU
General Rules for all sessions:

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.

TRACK 3 Session 1  Reading (Late students are NOT given extra time)

-- Be in the exam room at 9:35 sharp.

- Make sure students are seated according to the seating plan provided by the T.O.

- Cell phones should be put on the teacher’s desk and ALL personal belongings by the window.

- Announce that THERE IS NO EARLY LEAVE.

- Check student IDs and have students sign the attendance sheet.

- Start with the INTRODUCTION part at 9:45. Allow 5 minutes for the INTRODUCTION part. There should NOT be any talking and discussion during this part. Please DO NOT make any explanations about the topic.

- Collect the INTRODUCTION.

- Distribute the READING exam. There are TWO VERSIONS of the test. Allow 60 minutes for the READING test. Students can tear the pages apart, so take your STAPLERS with you.

- Announce that the next session is RESPONSE WRITING and that it starts at 11:00 sharp.

- Return the exam papers to the READING and WRITING teacher.

General Rules for all sessions:

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.
TRACK 3  Session 2 Response Writing (Late students are NOT given extra time)

--Be in the exam room at **11:00 sharp**.

-Make sure students are seated according to the seating plan provided by the T.O.

-**Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

-Announce that **THERE IS NO EARLY LEAVE**. (Track 2 Listening Test will be in progress at the time)

-Check student IDs and have students sign the attendance sheet.

-Distribute the exam papers at **11:05 sharp**. Allow 40 minutes for the test. Please **DO NOT** make any explanations about the topic.

-Announce that next session (LISTENING) is after **LUNCH BREAK** and that it starts at **12:30 sharp**.

**General Rules for all sessions:**

-Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.
-Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.
-Refrain from making any explanations about the exam topic or instructions.

TRACK 3  Session 3 Listening (Nobody can enter the exam room once the lecture reading starts)

-Be in the exam room at **12:30 sharp**.

-Make sure students are seated according to the seating plan provided by the T.O.

-**Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

-Announce that **THERE IS NO EARLY LEAVE**.

-Check student IDs and have students sign the attendance sheet.

-Distribute NOTE-TAKING and VOCABULARY sheets at. These are for **BOTH PARTS** of the lecture.

-The exam should **start at 12:35 sharp**.

-Read the announcement at the beginning of the outline sheet. Give students **1 minute** to study the outline. **DO NOT** read the outline aloud.
-Give students **2 minutes** to study the vocabulary and read the vocabulary for the whole lecture. Read the definitions AND example sentences as well.

-Start reading the first part of the lecture.

-Distribute the questions for the first part of the lecture. Allow **13 minutes** for the questions.

-Collect the NOTE-PAPERS and QUESTION SHEETS for the first part.

-Start reading the second part of the lecture.

-Distribute the questions for the second part of the lecture. Allow **13 minutes** for the questions.

-Collect the NOTE-PAPERS, QUESTION SHEETS, and the VOCABULARY SHEETS.

-Announce that the next session (CORE) starts at **13:45 sharp**.

-Return everything to the Listening & Speaking teacher.

**General Rules for all sessions:**

-Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

-Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

-Refrain from making any explanations about the exam topic or instructions.

**TRACK 3 Session 4 Core (Late students are NOT given extra time)**

-Be in the exam room at **13:45 sharp**.

-Make sure students are seated according to the seating plan provided by the T.O.

-**Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

-Announce that they can leave AFTER **40 minutes**.

-Check student IDs and have students sign the attendance sheet.

-Distribute the exam papers. The exam should start at **13:50 sharp**. Allow **60 minutes** for the test.

-Collect the exam papers and return them to the Core teacher.
**General Rules for all sessions:**

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.

**TRACK 2 Session 1  Reading (Late students are NOT given extra time)**

-- Be in the exam room at **9:35 sharp**.

- Make sure students are seated according to the seating plan provided by the T.O.

- **Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

- Announce that **THERE IS NO EARLY LEAVE**.

- Check student IDs and have students sign the **attendance sheet**.

- Start with the **INTRODUCTION** part **9:45**. Allow **5 minutes** for the INTRODUCTION part. There should NOT be any talking and discussion during this part. Please **DO NOT** make any explanations about the topic.

- Collect the INTRODUCTION.

- Distribute the **READING** exam. There are **TWO VERSIONS** of the test. Allow **60 minutes** for the READING test. Students can tear the pages apart, so take your **STAPLERS** with you.

- Announce that the next session (LISTENING) starts at **11:00 sharp**.

- Return the exam papers to the READING and WRITING teacher.

**General Rules for all sessions:**

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.
- Refrain from making any explanations about the exam topic or instructions.

**TRACK 2 Session 2 Listening (Nobody can enter the exam room once the lecture reading starts)**

-- Be in the exam room at **11:00 sharp**.

- Make sure students are seated according to the seating plan provided by the T.O.

- **Cell phones** should be put on the teacher’s desk and ALL personal belongings by the window.

- Announce that **THERE IS NO EARLY LEAVE**.

- Check student IDs and have students sign the attendance sheet.

- Distribute note-taking and vocabulary sheets. The exam should **start at 11:05 sharp**.

- Read the announcement at the beginning of the outline sheet. Give students **1 minute** to study the outline. DO NOT read the outline aloud.

- Give students **2 minutes** to study the vocabulary and read the vocabulary for the whole lecture. Read the definitions AND example sentences as well.

- Start reading the lecture.

- Distribute the questions. Allow **20 minutes** for the questions.

- Collect the NOTE-PAPERS, QUESTION SHEETS, and the VOCABULARY SHEETS.

- Announce that the next session (WRITING) starts at **11:50 sharp**.

- Return everything to the Listening & Speaking teacher.

**General Rules for all sessions:**

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.

**TRACK 2 Session 3 Writing (Late students are NOT given extra time)**
- Be in the exam room at **11:50 sharp**.

- Make sure students are seated according to the **seating plan** provided by the T.O.

- **Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

- Announce that **THERE IS NO EARLY LEAVE**.

- Check student IDs and have students sign the **attendance sheet**.

- Distribute the exam papers. The exam should **start at 11:55 sharp**. Allow **40 minutes** for the test. Please **DO NOT** make any explanations about the topic.

- Announce that the next session (CORE) starts after **LUNCH BREAK at 13:45 sharp**.

**General Rules for all sessions:**

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.

**TRACK 2 Session 4 Core (Late students are NOT given extra time)** - Be in the exam room at **13:45 sharp.**

- Make sure students are seated according to the **seating plan** provided by the T.O.

- **Cell phones** should be put on the teacher’s desk and **ALL** personal belongings by the window.

- Announce that they can leave **AFTER 40 minutes**.

- Check student IDs and have students sign the **attendance sheet**.

- Distribute the exam papers. The exam should start at **13:50 sharp.** Allow **60 minutes** for the test.

- Collect the exam papers and return them to the Core teacher.
General Rules for all sessions:

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.

TRACK 1 Session 1 Reading (Late students are NOT given extra time)

- Be in the exam room at 9:35 sharp.

- Make sure students are seated according to the seating plan provided by the T.O.

- Cell phones should be put on the teacher’s desk and ALL personal belongings by the window.

- Announce that THERE IS NO EARLY LEAVE.

- Check student IDs and have students sign the attendance sheet.

- Distribute the READING exam. The exam should start at 9:45 sharp. There are TWO VERSIONS of the test. Allow 60 minutes for the READING test. Students can tear the pages apart, so take your STAPLERS with you.

- Announce that the next session (WRITING) starts at 11:00 sharp.

- Return the exam papers to the READING and WRITING teacher.

General Rules for all sessions:

- Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

- Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

- Refrain from making any explanations about the exam topic or instructions.
TRACK 1 Session 2 Writing (Late students are NOT given extra time) --Be in the exam room at 11:00 sharp.-Make sure students are seated according to the seating plan provided by the T.O.

-Cell phones should be put on the teacher’s desk and ALL personal belongings by the window.

-Announce that THERE IS NO EARLY LEAVE. (Track 2 Listening Test will be in progress at the time)

-Check student IDs and have students sign the attendance sheet.

-Distribute the exam papers at 11:05 sharp. Allow 40 minutes for the test. Please DO NOT make any explanations about the topic.

-Announce that next session (CORE) starts at 12:30 sharp after the lunch break.

-Return the exam papers to the READING and WRITING teacher.

General Rules for all sessions:

-Please be vigilant at all times. Do not read anything or play with your cell phone during the exam.

-Please maintain silence in the exam room. (Except for the listening sessions) Announce the remaining time at half-time, 10-minutes remaining, and 5-minutes remaining.

-Refrain from making any explanations about the exam topic or instructions.

TRACK 1 Session 3 Core (Late students are NOT given extra time)

-Be in the exam room at 12:30 sharp.

-Make sure students are seated according to the seating plan provided by the T.O.

-Cell phones should be put on the teacher’s desk and ALL personal belongings by the window.

-Announce that THERE IS NO EARLY LEAVE. (Track 3 Listening Test will be in progress at the time)

-Check student IDs and have students sign the attendance sheet.

-Distribute the exam papers. The exam should start at 12:35 sharp. Allow 60 minutes for the test.

-Collect the exam papers and return them to the Core teacher.
## 201X-201X MODULE X FINALS /MIDTERMS

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**Invigilator’s signature:**
FMV İşık Üniversitesi Yabancı Diller Okulu Müdürlüğü’ne,

213MI1046 öğrenci numaralı Barış Tongur, 9 Eylül 2014 tarihinde verilen Hazırlık Muafiyet Sınav’ını Yasemin Küçükömeroğlu gözetiminde Hazırlık Binası 221 no’lu salonda almıştır. Sınavın “Reading” bölümünde optik formu Yasemin Küçükömeroğlu tarafından öğrencinin nezaretinde doldurulmuştur.

Bilginize saygıyla arz ederim.

Meral Öztürk

Hazırlık Okulu Sınav Koordinatörü

Yasemin Küçükömeroğlu

Sınav Gözetmeni

Barış Tongur
Appendix 10 the Higher Education Council Disciplinary Regulations  
(also available online at : http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/18283)

Resmi Gazete Tarihi: 13.01.1985 Resmi Gazete Sayısı: 18634
YÜKSEKÖĞRETİM KURUMLARI ÖĞRENCİ DİSİPLİN YÖNETMELİĞİ

BİRİNCİ BÖLÜM
Genel Hükümler
Amaç

MADDE 1. Bu Yönetmelik; kanun, tüzük, yönetmelik ve yönergelerin öğrencilere yüklediği görevleri yükseköğretim kurumu içinde ve dışında yerine getirmeyen, uygulması gerekli hususlara uymayan, yasaklanan işleri yapan veya öğrencilik sıfatı, şeref ve haysiyeti ile bağdaşmayan hal ve harekette bulunan öğrencilere verilecek disiplin cezalarını, usul ve teşkilatla ilgili hükümleri belirtmek amacıyla düzenlenmiştir.

Kapsam


Hukuki Dayanak

MADDE 3. 2547 sayılı Yükseköğretim Kanunu'nun 54. maddesi ile 65. maddesinin a/9 bendi bu Yönetmeligin hukuki dayanağını teşkil etmektedir.

Tanımlar

MADDE 4. Bu Yönetmelik'te geçen;
Yüksekokşretim Kurumları: Üniversiteler, fakülteler, ensititüler, yüksekokullar, konservatuvarlar, meslek yüksekokulları ile uygulama ve araştırma merkezleri,
Öğrenci: Herhangi bir yükseköğretim kurumunda önlisans, lisans, yüksek lisans (mastr), doktora veya tipta uzmanlık veya yetenek sahibi yeterlilik gerektiren kişiler,
Yüksekokşretim Kurumundan Uzaklaştırma: Öğrencinin, belirtilen süre içinde bağlı olduğu yükseköğretim kurumunun, bina, bahçe, eklenti ve tesislerine girmesini yasaklamak için alınlı olduğu sürede öğrencilik haklarından yararlanamayacağını ifade eder.

İKİNCİ BÖLÜM
Disiplin Cezaları ve Suçları
Disiplin Cezaları

MADDE 5. Disiplin cezaları şunlardır:
a) Uyarma: Öğrenciye, öğrencilik görevlerinde ve davranışlarında daha dikkatli olması gerektiğinin yazılı ile bildirilmesidir.
b) Kınama: Öğrenciye öğrencilik görevlerinde ve davranışlarında kusurlu sayıldığının yazılı ile bildirilmesidir.
c) Yüksekokşretim Kurumundan Bir haftadan Bir Aya Kadar Uzaklaştırma: Öğrenciye, yüksekokşretim kurumundan bir haftadan bir aya kadar uzaklaştırıldıgıını ve bu sürede öğrencilik haklarından yararlanamayacağını yazılı ile bildirilmesidir.
d) Yüksekokşretim Kurumundan Bir veya İki Yarıyıl İçin Uzaklaştırma: Öğrenciye, yüksekokşretim kurumundan bir veya iki yarım yılı uzaklaştırıldığını ve bu sürede öğrencilik haklarından yararlanamayacağını yazılı ile bildirilmesidir.
e) Yüksekokşretim Kurumundan Çıkarılma: Öğrenciye, bir daha yüksekokşretim kurumundan herhangi birine alınmamak üzere öğrencilikten çıkarıldığının yazılı ile bildirilmesidir.

MADDE 6. Uyarma cezasını gerektiren fiil ve haller şunlardır:

http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/18283
a) Öğrencilik sıfatının gerektirdiği vekara yakışmayan tutum ve davranışta bulunmak,
b) Kişilerle olan ilişkilerde, kaba ve saygısız davranmak, başkalarını rahatsız edecek biçimde bağırın, şarkı söylemek, çalgı çalmak, çevresini temiz tutmamak,
c) Yetkili mercilerce sorulan hususları haklı bir sebep olmadan zamanında cevaplamamak,
d) Toplantı ve törenlerde öğretim elemanlarına veya davetlilere ayrılan yerleri ayırmak,

Kinama Cezasını Gerektiren Disiplin Suçları

MADDE 7. Kinama cezasını gerektiren fiil ve haller şunlardır:
a) Öğrencilik sıfatının gerektirdiği itibar ve güven duygusunu sarsacak nitelikte davranışlarda bulunmak,
b) Yükseköğretim kurumlarında duvarlara, demirbaş eşya üzerine yazı yazmak, işaret, resim ve benzeri şekiller çizmek,
c) Yüksekoküyet kurumunun yetkililerince istenen bilgileri eksik veya yanlış bildirmek veya hiç bildirmemek,
d) Yüksekoküyet kurumunun yetkililerince tesbit edilen yerler dışında ilan atmamak,
e) Ders, seminer, uygulama, laboratuvar, atölye çalışmaları için gösterilen yerdeki görevlere saygısız davranmak,
f) Yüksekoküyet kurumunun ders, seminer, konferans ve uygulama faaliyetlerine içkili olarak katılmak,
g) Kumar oynamak veya oynatmak,
h) (Mülki: R.G.-28/12/1989-20386)

Yüksekoküyet Kurumundan Bir Haftadan Bir Aya Kadar Uzaklaştırma Cezasını Gerektiren Disiplin Suçları

MADDE 8. Yüksekoküyet kurumundan bir haftadan bir aya kadar uzaklaştırma cezasını gerektiren fiil ve haller şunlardır:
a) Öğrenme ve öğretme hürriyetini, doğrudan doğruya veya dolaylı olarak kısıtlamak; yüksekoküyet kurumlarının sükun, huzur ve çalışma düzenini bozucu davranışlardır kullanmak,
b) Törenlerde, tören düzenini bozacak, tören programını ihlal edecek davranışlarla bulunmak,
c) Yüksekoküyet kurumunun ders, seminer ve uygulama faaliyetlerine içkili olarak katılmak,
d) Toplantı ve törenlerde öğretim elemanlarına veya davetlilere ayrılan yerlere uyarıya rağmen işgal etmemek,
e) Disiplin kovuşturmalarının sağlıklı bir şekilde yürütülmesini engellemek,
f) Yüksekoküyet kurumunun idaresinin ve öğretim elemanlarının, diğer görevlilerin ve öğrencilerin kimliği veya şeref ve haysiyetleri veya şahıslarına karşı sözlü veya yazılı olarak herhangi bir saldırıda bulunmak veya hareket etmek,
g) Yüksekoküyet kurumunun aldığını kendine hak sağlayacak belgeleri ve belgelerini ve çalınan belgeleri kullanmak,
h) Yüksekoküyet kurumundaki demirbaş eşyaya, kapisı, duvar ve benzeri yerlere ahlaksız yazılar yazmak, resim yapmak veya yapıtırılmak,
i) Yüksekoküyet kurumunca veya kurumun izin vermiş olduğu program ve benzerlerini, programa, değiştirme, karalamak veya kırtırmak.

Yüksekoküyet Kurumundan Bir veya İki Yarından Bir Aya Kadar Uzaklaştırılması Cezasını Gerektiren Disiplin Suçları

MADDE 9. Yüksekoküyet kurumundan bir veya iki yılın içinde uzaklaştırılması cezasını gerektiren fiil ve haller şunlardır:
a) Yüksekoküyet kurumudaki idarecileri ve öğretim elemanlarını ve diğer görevlileri tehdit etmek, onların şeref ve haysiyetlerine veya şahıslarına karşı sözlü veya yazılı olarak herhangi bir saldırdırmak veya hareket etmek,
b) Tek başına veya toplu olarak, yüksekoküyet kurumudaki idarecilerinin şahıslarını veya kararlarını aleyhine saldıran nitelikte konuşmak, yayınlar yapmak, bunlar aleyhine öğrencilere kişirtmak veya bu gibi fiillerle teşebbüs etmek,
c) Siyasal ve ideolojik asamalar dışında boykot, işgal, engellemeye gibi eylemlere teşebbüs etmek veya yüksekoküyet kurumunun hizmetlerini aksatacak davranışla bulunmak,
d) Dil, irk, din ve mezhep açısından kutuplaşmalar yapan view açısından kutuplaşmalar yapan view açısından yetkililerle bulunmak,
e) Kurum personeline ve öğrencilere karşı tepki göstermek.
f) Yükseköğretim kurumundaki demirbaş eşyaya, kapı, duvar ve benzeri yerlere ideolojik veya siyasi amaç taşıyan yazılar yazmak, resim, ambelum ve benzerilerini yapmak ve yaptırmak,  
g) Hirsizlik yapmak,  
h) Yükseköğretim kurumunda alkollü içki içmek,  
i) Yükseköğretim kurumlarının çalışmalarını sekteye uğratabilir nitelikteki bir eyleme öğrencileri veya diğer kimseleri tahrik etmek,  
j) **(Değişik:R.G.-15/11/1990-20696)** Yükseköğretim Kurumuna ait kapalı ve açık mahallerde yetkililerden izin almadan toplantılar düzenlemek veya bu tür toplantılar katılmak, öğrencileri temsil yetkisi olmadığı halde öğrenci temsilcilik sıfatını takınarak beyanatta bulunmak, toplantları veya törenlere katılmak,  
k) Yükseköğretim kurumunun binalarına girmeleri yasak olduğu halde, bu karara itaatsizlik etmek veya yetkili organlarca kapatılmış olan binalara girmek, zara vermek veya tahrip etmek,  
l) Yükseköğretim kurumlarında yasaklanmış hertürlü_UNITS bánı bulundurmak, bunları çoğalmak, dağıtmak,  

**Yükseköğretim Kurumundan Çıkarma Cezasını Gerektiren Disiplin Suçları**

**MADDE 10.** Yükseköğretim kurumundan çıkmaya gelen ve halleri şunlardır:  
a) Görevlileri ve öğrencileri cebir ve şiddet kullanarak kurum dışına çıkartmak, görevin yapılmasına engel olmak veya öğrencileri bu tür davranışlara zorlamak,  
b) Yükseköğretim kurumlarının ideolojik ve siyasi amaçla huzur, sükun ve çalışma düzenini bozmak veya bozulmak, işgal, engelleme, personelin işini yavaşlatma gibi eylemleri takınarak, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, bugün ağam ellerinde, 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**Öngörülmemiş Disiplin Suçları**

**MADDE 11.** Yukarıda sayılan ve disiplin cezası verilmesini gerektiren fiil ve halleri nitelik ve ağırlıkları itibariyle benzer eylemlerde bulunanlara da aynı türden disiplin cezaları verilir.
Disiplin Suçunun Tekerrürü

MADDE 12. Disiplin cezası verilmesine sebep olmuş bir fiil veya halin öğrencilik süresince tekerrüründe bir derece ağır ceza uygulanır. Aynı derecede cezayı gerektiren fakat ayrı fiil ve haller nedeniyle verilen disiplin cezalarının üçüncü uygulamasında da bir derece ağır ceza verilir.

ÜÇÜNCÜ BÖLÜM

Dişiplin

Soruşturma Yaptırmaya Yetkili Amir


Dişiplin soruşturması yaptırırmaya yetkili amirler;

a) Toplu, süreklilik arzeden ve/veya müşterek alan veya mekanlarda öğrenci olayları ile ilgili olarak Üniversite Rektörleri,

b) Fakülte öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı Enstitü Müdürü,

d) Yüksekokul öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı Yüksekokul Müdürü,

e) Konervatuar öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı Konervatuar Müdürü.

Soruşturma yaptırmaya yetkili amirler, soruşturmayı bizzat yapabileceği gibi soruşturmacıları tayini suretiyle de yaptırabilirler.

(Değişik üçüncü fıkrada: R.G-08/06/2006-26192) Toplu veya süreklilik arzeden öğrenci eylemleri ile ilgili olarak rektörün görevlendireceği bir öğretim üyesinin başkanlığında; fakülte, enstitü, yüksekokul ve varsa konervatuar öğretim üyesinden oluşan, olayın kapsam ve niteliğinin gerektirdiği sayıda üyesinden oluşan bir soruşturma kurulu teşkil edilir. Bu kurul meydana gelen öğrenci olaylarının sebeplerini ve tekerrürün önlenmesi için alınması gereken tedbirleri bir rapor halinde rektöre sunar.

Ayrıca, yapacağı soruşturma sonucunda suçlu oldukları tespit edilen öğrenciler hakkında verilecek uyarma, kınama ve yükseköğretim kurumlarında bir haftadan bir aya kadar uzaklaştırma cezaları için yetkili disiplin amirine, yükseköğretim kurumundan bir veya iki yarıyıl için uzaklaştırma cezası için Üniversite Disiplin Kuruluna teklifte bulunur.

Soruşturma Süresi


Soruşturma yapılış şekli

MADDE 15. Soruşturmacı, keşif yapabilir ve bilirkişiye başvurabileceği gibi bunları gerektiğinde istinabe sureti ile de yapabilir. Her soruşturma işlemi bir tutanakla tespit olunur. Tutanak; işlemin nerede ve ne zaman yapıldığı, işlemin mahiyeti, kimlerin katıldığı, ifade alınmış ise, sorulanan ve cevapları belirtecek şekilde düzenlenir.服务区, soruşturma kararı verilmeden sonra verilmektedir ve soruşturma süresini uzatabilir.

Savunma Hakkı

MADDE 16. a) (Değişik: R.G-08/06/2006-26192) Savunma hakkı; öğrencinin ifade edileceği hakkında soruşturmacı tarafından talep edilen birey; savunması yapacağı tarihten en az yedi gün önce yazılı olarak bildirilir. Bu yazida; öğrenciden belirtirilecek mal olmayan merkez ve istenmeyen yardımcılar yerine getirmece mecburdu.
hazır bulunması istenilir. Tebligat yapımının mümkün olmadığı hallerde, öğrencinin savunmasını yapmak üzere soruşturma başvurusu hususu, mensubu bulunduğu kuruluşun belirli yerlerinde ilan olunur.

b) Öğrenciye yollanan davetiyede; çağrığı özürsüz olduğu halde uymadığı veya özürünü zamanında bildirmediji takdirde, savunmadan vazgeçilmiş sayılacağı ve diğer delillere dayanılmak suretiyle hakkında gerekli kararın verileceği kaydolunur.

c) Makbul sayılan bir özür bildiren veya mücbir sebep dolayısıyla davete uymadığı anlaşılan öğrenciyi yeniden uygun bir süre verilir veya belirtilecek bir süre içinde yazılı savunmasını göndermek suretiyle hakkında gerekli kararın verileceği kaydolunur.

d) Her türlü tebligat işlerin, bu Yönetmeliğin 35. ve 37. maddeleri hükümleri uygulanır.

e) Soruşturma; öğrencinin kendini gerektiği gibi savunmasına imkan vererek şeklinde yürütülür. Ancak savunma bahanesiyle soruşturmanın uzatılması imkan verilmez.

Soruşturma Raporu


Soruşturma Sürasında Tedbir


Ceza Kovuşturması İle Disiplin Kovuşturmasının Bir Arada Yürütmelik

MADDE 19. Aynı olaydan dolaylı, öğrenci hakkında ceza kovuşturmasının başlamış olması, disiplin kovuşturması geçerli olmaz.

Soruşturma Sonuçlandırılması

MADDE 20. a) (Değişik:RG-08/06/2006-26192) Soruşturma raporu ve dosyası fakültelerde dekan, enstitü, konservatuar ve yüksekokullarda müdür tarafından incelenerek ya doğrudan sonuclandıran ya da yetkililerin savunmasını sağlayacak önlemler alınması için gerekli kararın verilmesine engel olmaz.

b) Soruşturma dosyasını inceleyen dekan, müdür ya da disiplin kurulu, gerekli görüşe noksans sayıldığı belirli soruşturma işlemlerinin tamamlanmasını ayını soruşturma macerası ya da disiplin kurulu'nun bir üyesinden isteyebilir.


Disiplin Cezaları

MADDE 21. (Değişik:R.G.-31/05/1998-23358)

Disiplin cezaları;

a) Uyarma, kınama ve yükseköğretim kurumlarından bir haftadan bir aya kadar uzaklaştırma cezaları doğrudan doğruya ilgili fakülte dekanı, enstitü, konservatuar veya yüksekokul müdürüne,
b) Yükseköğretim kurumundan bir veya iki yarıyıl için uzaklaştırma cezası ile yükseköğretim kurumundan çıkarma cezaları, yetkili disiplin kurulunca verilir.

Universite, Fakülte, Enstitü, Kongervatuvar ve Yüksekokul Yönetim Kurulları aynı zamanda kendileri kurumlarının disiplin kurulu görevini de yapar.

Disiplin Kurulunun Toplanması

MADDE 22. Disiplin kurulu, başkanın çağrısı üzerine belirlenecek yer, gün ve saatte toplanır.

Kurul Çalışmalarının Düzenlenmesi

MADDE 23. Toplantı gündeminin hazırlanması, ilgililere duyurulması, kurul çalışmalarının düzenli yürütülmesi, başkan tarafından sağlanır.

Toplantı Nisabısı

MADDE 24. Disiplin kurulu olarak yönetim kurulunun toplantı nisabını, kurul üye tam sayısının yarısı fazlasıdır.

Raportörlük


Görüşme Usulü


Oylama


Karan

MADDE 28. Disiplin cezası vermeye yetkili amir veya Disiplin Kurulu; soruşturma raporunda önerilen cezayı kabul edip etmemekte muhtardır, gerekçelerini göstermek kayıt ve şartıyla lehe veya aleyhe başka bir disiplin cezası da verebilir.

Karan Süresi

MADDE 29. Disiplin cezası vermeye yetkili amirler; uycarma, kinama, yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezalarına, soruşturmanın tamamlandığı günden itibaren engeç on gün içinde karar vermek zorundadırlar.

Diğer disiplin cezalarının verilmesini gerektiren hallerde, dosya derhal Disiplin Kuruluna havale edilir. Disiplin Kurulu, dosyayı aldığı tarihten itibaren engeç on gün içinde karar vermek zorundadır.

Disiplin Ceza, Verilirken Dikkat Edilecek Hususlar

MADDE 30. a) Disiplin cezalarını vermeye yetkili amirler ile disiplin kurulları; bu cezalardan birini tayin ve takdir ederken, disiplin suçunu oluşturan fiil ve hareketlerin ağırlığını, sanık öğrencinin hangi maksatla hareket ettiği ve amacını, daha önce bir disiplin cezası alıp almadığını, davranış, tavr ve hareketlerini, işlediği fiil ve yaptığı hareket dolaysıyla nedamet duyup duymadığını dikkate alırlar.
b) Başka yükseköğretim kurumunu öğrencileri ile birlikte, kendi yükseköğretim kurumunda disiplin suçu işlenmesi halinde bir üst derece disiplin cezası verilir.
c) Toplu olarak işlenen disiplin suçlarından, suçların münferiden tesbit edilemediği hallerde, topluluğu oluşturan öğrencilerin herbirine yetkili amir veya kurullarca uygun görülecek cezalar verilir.

DÖRDÜNCÜ BÖLÜM

Uygulama ve itiraz

Cezaların Bildirilmesi

MADDE 31. Disiplin soruşturması sonunda verilen ceza, soruşturma yaptırmaya yetkili amir tarafından:
a) Hakkında disiplin soruşturması yapılan öğrenciyi,

b) Öğrencinin ana veya babası, yoklukları halinde, öğrencinin göstermiş olduğu en yakın aile mensubuna,

c) Ceza alan öğrenciyi burs veya kredi veren kamu veya özel kuruluş veya kişilere,

c) Yükseköğretim Kuruluna,

d) Üniversiteden çarşıma cezası verildiği takdirde, yukarıdaki her biriyle ilaveten:

1. Bütün yükseköğretim kurumlarına,
2. Emniyet makamlarına,
3. İlgili askerlik şubelerine,

Disiplin cezaları; gerekirse ilgili yükseköğretim kurumunda veya bunlara bağlı kuruluşlarda, ilan yoluyla da tebliğ edilebilir.

Uygulama

MADDE 32. (Değişik:R.G.-25/10/1993-21740)

Yetkili merci veya kurul kararlarında hangi tarihten itibaren uygulanacağı hususu belirtilmedikçe, disiplin cezaları verildikleri tarihten itibaren uygulanır.

İtiraz ve Süresi ve İdari Yargı Yolu

MADDE 33. (Mülga birinci fıkrə:R.G.-25/04/1993-21562)

Disiplin kurulları tarafından verilen yükseköğretim kurumundan çarşıma kararına karşı onbeş gün içinde üniversite yönetim kuruluna itiraz edilebilir.

İtiraz halinde, itiraz merci olan üniversite yönetim kurulu, kararın ne olması gerektiğine karar vererek, verilen cezayı aynen kabul veya reddeder.

Red halinde, Üniversite yönetim kurulu hukuki durumlarla karşı karşıya kalarak karara bağlar.

Universite yönetim kurulunca alınan ve öğrencinin aleyhine sonuçlanan kararlarla karşı idari yargı yolu açıktır.

Zaman Aşımı

MADDE 34. Bu Yönetmelik'te sayılan disiplin suç niteliğindeki fiil ve halleri işleyen öğrenciler hakkında bu fiil ve halleri işleyen öğrenciler hakkında bu fiil ve halleri işleyen öğrencilere yönelik olarak soruşturmayı yetkili amirlerce öğrenildiği tarihten itibaren:

a) Uyarma, kinama, yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezalarına karşı bir ay içinde,

b) Yükseköğretim kurumundan bir veya iki yarıyıl için uzaklaştırma ile yükseköğretim kurumundan çarşıma cezalarına altı ay içinde, disiplin soruşturmasında başlanmadığı tarihde, disiplin cezası verme yetkisi zaman aşımına uğrar.
Disiplin cezasını gerektiren fiil ve hallerin işlendiği tarihten itibaren, nihayet iki yıl içinde disiplin cezası verilmediği takdirde, ceza verme yetkisi zaman aşımına uğrar. Ancak, disiplin amir veya kurulu, bir adli yargı hukmine ihtiyaç duyduğu hallerde; bu zaman aşımı süresi adli yargı hukmünün kesinleştiği gunden itibaren başlar. Anılan ihtiyaç, yetkili disiplin amir veya kurulunun alacağı bir ara kararı ile tespit edilir.

**BEŞİNCİ BÖLÜM**
**Çeşitli Hükümler**
**Tebligat ve Adres Bildirme**

**MADDE 35.**
a) Disiplin kovuşturması dolayısıyla her türlü tebligat, öğrencinin yükseköğretim kurumuna kayıt esnasında bildirdiği adrese yazılı olarak yapılmak veya teblig varaklı ilgili yükseköğretim kurumunda ilan edilmek suretiyle tamamlanmış sayılır.
b) Yükseköğretim kurumuna kayıt esnasında bildirdikleri adresi değiştirdikleri halde, bunu mensubu bulundukları kurumlara kaydettirmemiş olan öğrencilere, yükseköğretim kurumunda mevcut adreslerine tebligatın yapılmış olması halinde, kendilerine tebligat yapılmadığını iddia edemezler.

**Dosya Teslimi**

**MADDE 36.** Disiplin soruşturmasına ait dosyalar dizi pusulasıyla birlikte teslim edilir ve alınır. Dizi pusulasının altında teslim eden ve alanın imzaları bulunur.

**Yazılaşma Şekli**

**MADDE 37.** Kişilerle olan yazılaşmalar iadeli taahhütü olarak yapılır. Evrakın elden verilmesi halinde, imzalı belge dosyasında saklanır. 35. maddede de teblig şekli saklı kalmak üzere, diğer hususlarda 7201 sayılı Tebligat Kanunu hükümleri uygulanır.

**Yasaklar**

**MADDE 38.** Soruşturmanın her safhasında gizlilik esastır. Buna uymayanlar hakkında idari işlemlerle birlikte, durumda göre bu Yönetmeliğin veya "Yükseköğretim Kurumları Yönetici, Öğretim Elemanı ve Memurları Disiplin Yönetmeliği"nin hükümleri uygulanır.

**Yürürlükten Kaldırma**

**MADDE 39.** 13 Nisan 1974 tarih ve 14857 sayılı Resmi Gazette'de yayınlanmış bulunan "Üniversite Öğrenci Disiplin Yönetmeliği" yürürlükten kaldırılmıştır.


**Yürürlük**

**MADDE 40.** Bu Yönetmelik, Resmi Gazetede yayınlanıldığı tarihte yürürlüğe girer.

**Yürütme**

**MADDE 41.** Bu Yönetmelik, Yükseköğretim Kurulu Başkanı tarafından yürütülür.
09 Eylül 2014 Salı

FMV İşık Üniversitesi Yabancı Diller Okulu Müdürlüğü'ne

------------ No’lu ------------, 9 Eylül 2014 tarihinde yapılan muafiyet sınavında kopya teşebbüsünde bulunmuştur.

Bilginize saygıyla arz ederim.

Meral Öztürk

Hazırlık Okulu Sınav Koordinatörü (Testing Officer’s Signature)

Eren Benderli

Sınav Gözetmeni (Invigilator’s Signature)

Öğrenci : (Student’s name and Signature)
## Appendix 12 Essay and Response Paragraph Writing Rubrics

**FMV ISIK UNIVERSITY/SFL – RESPONSE PARAGRAPH EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th></th>
<th>TASK ACHIEVEMENT (60%)</th>
<th>LANGUAGE (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E (Excellent)</strong></td>
<td></td>
<td><strong>Analytical Skills</strong> &lt;br&gt;Understanding of the text &lt;br&gt;Understanding of the question</td>
</tr>
<tr>
<td></td>
<td>All main ideas are summarized with relevant textual evidence (details / examples / quotes)</td>
<td><strong>LANGUAGE</strong>&lt;br&gt;100-90</td>
</tr>
<tr>
<td></td>
<td>A perfect connection between textual information and the direct answer</td>
<td>The studied structures are used accurately.</td>
</tr>
<tr>
<td></td>
<td>Relevant background / personal information support the answer</td>
<td>A variety of grammatical structures with very few errors in complex ones.</td>
</tr>
<tr>
<td><strong>G (Good)</strong></td>
<td></td>
<td><strong>Task Completion</strong>&lt;br&gt;A good connection between textual information and the answer</td>
</tr>
<tr>
<td></td>
<td>Most main ideas are summarized with textual evidence (examples / quotes)</td>
<td>A variety of vocabulary with very few appropriacy problems.</td>
</tr>
<tr>
<td></td>
<td>A good connection between textual information and the answer</td>
<td>89-76</td>
</tr>
<tr>
<td></td>
<td>Mostly relevant background / personal information support the answer</td>
<td><strong>S (Satisfactory)</strong>&lt;br&gt;The studied structures are used mostly accurately.</td>
</tr>
<tr>
<td><strong>S (Satisfactory)</strong></td>
<td></td>
<td><strong>Task Completion</strong>&lt;br&gt;A satisfactory connection between textual information and the answer</td>
</tr>
<tr>
<td></td>
<td>Most main points are summarized, but textual evidence is not always relevant</td>
<td>Some chunks from the texts may have been used (phrase level).</td>
</tr>
<tr>
<td></td>
<td>A satisfactory connection between textual information and the answer</td>
<td><strong>PA (Partially Adequate)</strong>&lt;br&gt;An attempt to use a variety of vocabulary with some appropriacy problems.</td>
</tr>
<tr>
<td></td>
<td>There is very little or no repetition of ideas.</td>
<td><strong>PA (Partially Adequate)</strong>&lt;br&gt;Some main points are summarized, but some details are confused with main ideas</td>
</tr>
<tr>
<td></td>
<td>Background / personal information to support the answer may not always be relevant.</td>
<td><strong>PA (Partially Adequate)</strong>&lt;br&gt;The connection between textual information and the answer is not clear.</td>
</tr>
<tr>
<td><strong>PA (Partially Adequate)</strong></td>
<td></td>
<td><strong>Task Completion</strong>&lt;br&gt;Some main points are summarized, but some details are confused with main ideas</td>
</tr>
<tr>
<td></td>
<td>Some main points are summarized, but some details are confused with main ideas</td>
<td>Limited use of sentence types with some repeated grammatical errors that occasionally obscure the meaning.</td>
</tr>
<tr>
<td></td>
<td>The connection between textual information and the answer is not clear</td>
<td>Some sentences are copied directly from the text.</td>
</tr>
<tr>
<td></td>
<td>There is some repetition of ideas.</td>
<td><strong>PA (Partially Adequate)</strong>&lt;br&gt;Background / personal information to support the answer is occasionally irrelevant.</td>
</tr>
<tr>
<td></td>
<td>Background / personal information to support the answer is occasionally irrelevant.</td>
<td>64-55</td>
</tr>
<tr>
<td>Score</td>
<td>Comments</td>
<td></td>
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<tr>
<td>-------</td>
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</tbody>
</table>
| I (Inadequate) | - Main ideas and details are mostly confused in the summary part.  
- There is almost no connection between the textual information and the answer given.  
- There is frequent repetition that limits contents development.  
- Background / personal information to support the answer is almost always irrelevant. |
| VP (Very Poor) | - Main ideas and details are all confused in the summary part.  
- The whole piece is a summary or an attempt of a summary (the student does not answer the question).  
- No connection between the textual information and the answer given.  
- No background / personal information to support the answer. |
| OFF PURPOSE | - If there is no indication that the writer has read the text, the overall grade for the response paragraph cannot be above 10. |

- Even basic structures are used inaccurately, which frequently obscure the meaning (reader’s interpretation is sometimes necessary).  
- Many sentences are copied directly from the text.  
- There is almost no sentence or vocabulary variety.  
- Use of basic/very basic language with errors that almost always obscure the meaning.  
- Too many copied sentences do not let the reader decide on a language grade.  
- Poor use of vocabulary and sentence types that result in a failure to communicate the message. |
## Essay Grading Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Task Achievement (50%)</th>
<th>Language (50%)</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>E (Excellent)</td>
<td>- A perfectly developed, coherent, clear piece with perfectly relevant details / explanations&lt;br&gt;- The text has a natural flow and the connection between ideas is perfectly logical.</td>
<td>- Essay is almost free of grammatical and spelling errors.&lt;br&gt;- A rich variety of grammatical structures and vocabulary</td>
<td>100-90</td>
</tr>
<tr>
<td>G (Good)</td>
<td>- A well-developed, coherent, and clear piece&lt;br&gt;- All of the information is related to the topic with details, facts and/or examples.&lt;br&gt;- The flow of the text is almost natural, and the connection between ideas is logical.</td>
<td>- The studied structures are used accurately.&lt;br&gt;- A variety of grammatical structures with very few errors in complex ones&lt;br&gt;- A variety of vocabulary with very few appropriacy problems</td>
<td>89-76</td>
</tr>
<tr>
<td>S (Satisfactory)</td>
<td>- A coherent and clear piece&lt;br&gt;- Most of the information is related to the topic with facts and/or examples, but details are repeated.&lt;br&gt;- Paragraph organization is satisfactory.&lt;br&gt;- The flow of the text is not so natural, but the connection between ideas is mostly logical.</td>
<td>- Basic language is used accurately.&lt;br&gt;- An attempt to use a variety of grammatical structures with some errors in complex ones.&lt;br&gt;- An attempt to use a variety of vocabulary with some appropriacy problems.</td>
<td>75-65</td>
</tr>
<tr>
<td>PA (Partially Adequate)</td>
<td>- Partial coherence with some unclear content&lt;br&gt;- Some information is irrelevant or repetitive; attempts to support and exemplify the opinions are not satisfactory.&lt;br&gt;- Paragraph organization is not satisfactory.&lt;br&gt;- The flow of the text is not natural, and the connection between ideas in not always logical.</td>
<td>- Occasional problems with basic language&lt;br&gt;- Limited use of sentence types with repeated grammatical errors that occasionally obscure the meaning&lt;br&gt;- Limited use of vocabulary with appropriacy and accuracy problems.</td>
<td>64-55</td>
</tr>
<tr>
<td>I (Inadequate)</td>
<td>- Serious problems with coherence&lt;br&gt;- Irrelevant or unclear content.&lt;br&gt;- Almost no paragraph organization with very little logical connection between ideas, which makes it difficult to follow the piece</td>
<td>- Even basic structures are used inaccurately, which frequently obscure the meaning (reader’s interpretation is sometimes necessary)&lt;br&gt;- There is almost no sentence or vocabulary variety.</td>
<td>54-40</td>
</tr>
</tbody>
</table>
| VP (Very Poor) | Essay lacks relevant and rhetorical support.  
| Improper organization with little or no development of ideas | Use of basic/very basic language with errors that almost always obscure the meaning  
<table>
<thead>
<tr>
<th>Poor use of vocabulary and sentence types that result in a failure to communicate the message</th>
<th>39-11</th>
</tr>
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<tbody>
<tr>
<td>There is not enough writing sample to evaluate the writing proficiency in terms of TASK ACHIEVEMENT or LANGUAGE. I.e.: one intro followed by a couple of sentences from the body paragraph.</td>
<td>10-2</td>
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<td>Irrelevant piece of writing (completely off-topic: the piece is about a topic completely irrelevant to the question)</td>
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**NOTE:** Partially OFF TOPIC ESSAYS are penalized (by 50%) for TASK ACHIEVEMENT as they have irrelevancy. Therefore, there is NO NEED to cut extra points off from the whole essay. (Partially off-topic: the piece is somehow related to the general topic of the question but deals with it from another / irrelevant aspect. E.g.: The question asks the causes of violence, but the written piece is about the effects of violence.) The discrepancy between two graders cannot be more than 5%.
## Essay Grading Sheet

### Appendix 13 Grading Sheets
January 2015, Early Exit Exam

**Essay Grader:** ______________

<table>
<thead>
<tr>
<th>Essay #</th>
<th>Task Ach. (50%)</th>
<th>Lang. (50%)</th>
<th>Total Grade</th>
<th>Comments</th>
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<tr>
<td>Essay #</td>
<td>1st Grader</td>
<td>2nd Grader</td>
<td>Final Grade</td>
<td>Updated (if applicable)</td>
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Appendix 14 İtiraz Sonuçları Formu
(Petition Results form to be published online)


Sınav Komisyonu üyeleri: Feride Evren Sezer Orhon, Meral Öztürk, Sevim Gökçe Akıntürk Erkaya, Setenay Şekercioğlu.

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<th>İtiraz Eden Öğrenci</th>
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<th>Listening versiyonu</th>
<th>Response numarası</th>
<th>Essay numarası</th>
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Appendix 15 Exam Return Cover Page

2013-2014 FALL SEMESTER

FINAL EXAM

CLASS : 

COURSE : 

DATE : 

INSTRUCTOR : 

INVIGILATOR : 

# OF STUDENTS : 

# OF COPIES : 

NOTES : 