



T.C. MİLLÎ EĞİTİM BAKANLIĞI
ORTAÖĞRETİM GENEL MÜDÜRLÜĞÜ

I  ENGLISH



İNGİLİZCE

SINIF İÇİ
DEĞERLENDİRME

ÖĞRETMEN REHBER KİTABI



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AĞUSTOS 2023

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ISBN 978-975-11-7277-8

Türkçe yayın hakları MEB, 2023
Tüm yayın hakları saklıdır. Tanıtım için
yapılacak kısa alıntılar dışında yayıncının
yazılı izni olmaksızın hiçbir yolla
çoğaltılamaz ve kullanılamaz.

Bu rehber kitap 2018 Ortaöğretim İngilizce
Dersi Öğretim Programı esas alınarak
hazırlanmıştır.



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GİRİŞ

1. GİRİŞ

Eğitim, bireyin davranışlarında kendi yaşantısı yoluyla istendik değişimler meydana getirme sürecidir (Ertürk, 1972). Eğitimin sınıf içinde vücut bulan hâli olan öğretme-öğrenme süreci, öğretmenlerden öğrencilere bilgi aktarımı olarak tanımlanabilir. Öğretim, öğrencilere öğretmen tarafından belli öğretim yöntem ve teknikleri kullanılarak istendik bilgi ve becerilerin kazandırılması veya istenmeyen bilgi ve becerilerin değiştirilmesi olarak tanımlanabilir (Clarke, 2012; Houston ve Thompson, 2017; Munna ve Kalam, 2021). Öğretme-öğrenme süreci, temel olarak beş adımdan oluşmaktadır (Mehrens ve Lehmann, 1991):

- Amaçların ve öğretim hedeflerinin belirlenmesi,
- Öğretimin içeriğinin belirlenmesi,
- Uygun öğretim yönteminin belirlenmesi,
- Öğretimin gerçekleştirilmesi,
- Sonuçların ölçülmesi ve geri bildirim sunulması.

Beşinci adım olan ölçme ve değerlendirme bir sistemin sağlıklı bir biçimde işleyip işlemediğine ilişkin fikir sahibi olmamızı sağlar. Çünkü ölçme ve değerlendirmenin temel amacı, bir şeyin niteliği veya değeri hakkında yargıda bulunmaktır. Bu amaç gerçekleştirilirken tanımlamaya çalıştığımız şey yalnızca öğrencilerin neler yapabildikleri değildir. Değerlendirmenin amacı bunun ötesine geçmekte ve değerlendirme yoluyla “Öğrencilerin başarı düzeyi nasıldır?, Performansları nasıldır?, Öğrenciler yeterince öğrenmişler midir?, Ortaya koydukları çalışmalar ve ürünler yeterince iyi midir?” sorularına cevap verilmeye çalışılmaktadır. Çünkü değerlendirme, bir “karar verme süreci” olmakla birlikte değerlendirmenin tek bir yargıya indirgenmesi değerlendirme sürecini sıg bir hâle getirmektedir (CERI, 2008; Clarke, 2012; Ebel ve Frisbie, 1991). **Sonuç olarak ölçme ve değerlendirme, veri toplama ve karar verme süreçlerini içine almaktadır.** Clarke (2012) ölçme ve değerlendirme türlerini Tablo 1’deki gibi sınıflandırmıştır.

Tablo 1. Ölçme ve Değerlendirme Türleri

	Sınıf içi değerlendirme	Geniş ölçekli değerlendirme		Seçme amaçlı merkezî sınavlar
		Ulusal izleme ve değerlendirme	Uluslararası izleme ve değerlendirme	
Amaç	Sınıf içi öğretime anlık geri bildirim sağlamak	Belli sınıf ve yaş düzeylerinde eğitim sisteminin bütününe, izleme amacıyla geri bildirim sağlamak	Belli sınıf ve yaş düzeylerinde eğitim sistemlerine ilişkin karşılaştırmalı geri bildirim sağlamak	Belli bir eğitim kademesinden bir başkasına geçecek öğrencileri seçmek veya iş gücüne yerleştirmek
Sıklık	Günlük	Her 3-5 yıl gibi düzenli aralıklarla	Her 3-5 yıl gibi düzenli aralıklarla	Yıllık veya yılda birkaç kez
Değerlendirilen grup	Bütün öğrenciler	Belli bir sınıf ya da yaş düzeyinde belirlenen örneklem	Belli bir sınıf ya da yaş düzeyinde belirlenen örneklem	Sınava girebilecek bütün öğrenciler
Format	Gözlemeden, kâğıt-kalem testlerine kadar değişmekte	Genellikle çoktan seçmeli ve kısa cevaplı sorular	Genellikle çoktan seçmeli ve kısa cevaplı sorular	Genellikle çoktan seçmeli ve kompozisyon tipi sorular
Müfredatın kapsamı	Bütün konu alanları	Genellikle birkaç konu alanıyla sınırlı	Genellikle bir veya iki konu alanıyla sınırlı	Temel konu alanlarını kapsar.
Öğrencilerden başka veriler toplanıyor mu?	Evet ancak öğretim sürecinin bir bölümü olarak	Genellikle evet	Evet	Nadiren
Puanlama	Genellikle basit ve informel	Basitten karmaşık tekniklere kadar çeşitlilik gösterir.	Genellikle istatistiksel olarak karmaşık teknikler kullanılır.	Basitten karmaşık tekniklere kadar çeşitlilik gösterir.

1.1. Sınıf İçi Değerlendirme

Sınıf içi değerlendirme, *düzy belirlemeye dönük değerlendirmeden çok biçimlendirici değerlendirme* çerçevesinde gerçekleşmektedir. Öğrenme, bir öğretme-öğrenme süreci bağlamında gerçekleşmektedir. Değerlendirme, bu süreçten bağımsız veya ona sonradan eklenen bir parça olmaktan ziyade öğretimin ayrılmaz bir parçasıdır (Angelo ve Cross, 1993; CERL, 2008; Clarke, 2012; Ebel ve Frisbie, 1991; Houston ve Thompson, 2017; OECD, 2015; Vero ve Chukweemeka, 2019; Wilson, 2018). Çünkü öğretmenlerin öğrenciler hakkında karar vermeleri gerekmektedir ve karar verme sürecinde veriye ihtiyacı vardır. Öğretmenler; *öğrencilerin gelişimi, öğretim programının değeri ve öğretimin etkililiğini* değerlendirmekte ve bir yargıya varmaktadır. **Eğitimde bu bağlamda verilen kararlar dörde ayrılabilir** (Mehrens ve Lehmann, 1991):

Öğretimle ilgili kararlar: Okulun ve öğretmenin temel rolü, öğrencilerin öğrenmesini kolaylaştırmaktır. Doğru bir şekilde yapılan değerlendirme, öğrenmeyi geliştirir çünkü öğretimi üstlenen öğretmenle öğrenen öğrenciye katkı sağlar.

Rehberlikle ilgili kararlar: Öğrenciler kariyer planlamada ve kişisel gelişimleri sürecinde yönlendirmeye ihtiyaç duyabilirler. Ölçme ve değerlendirme bu anlamda öğrencilere katkı sağlar. Rehberliğe yönelik sorulardan bazıları şunlar olabilir: “Öğrenci mezuniyetten sonra ne yapmalı?, Çalışma becerilerini geliştirmeli mi?, Üniversitede hangi bölümü okumalı?” Öğrencilerin rehberliğe ilişkin rasyonel kararlar vermesi için doğru bir benlik algısına sahip olması gerekmektedir. *Yetenek ve başarı testleri ile ilgi ve kişilik envanterleri*, öğrencilerin gerçekçi bir benlik algısı geliştirmelerine olanak sağlar.

Yönetmel kararlar: Yönetmel kararlar; seçme, sınıflandırma ve yerleştirme kararlarını içermektedir. Buna ek olarak yönetmel kararlar, program geliştirme çalışmalarını kapsamaktadır.

Araştırma ve program değerlendirme kararları: Araştırma ve program değerlendirme kararları, daha önce bahsedilen kararların dayandığı kararlardır. Araştırma, sıklıkla belli bir karara yönelik değildir. Daha ziyade geleceğe dönük olası bütün kararların isabetli bir şekilde alınmasını kolaylaştırır.

Sınıf içi değerlendirme uygulamalarının odak noktası, öğrenme sürecini desteklemektir.

Sınıf içi değerlendirme uygulamalarının odak noktası, öğrenme sürecini desteklemektir. Bu yüzden sınıf içi değerlendirme uygulamalarının öğrenmeyi ve öğretimi destekleyecek şekilde açık bir amacı olmalıdır. Bu amaçlar, öğrencinin hazır bulunuşluk düzeyini belirlemekten tutun da öğrenciye yıl sonu notu vermeye kadar çeşitlendirilebilir.

Sınıf içi değerlendirme uygulamalarının açık bir şekilde amacını belirlemek için aşağıdaki sorular sorulabilir:

- Değerlendirme hangi amaçla yapılacak? Elde edilen öğrenme kanıtları öğrenme sürecini iyileştirmek için nasıl kullanılacak?
- Kim değerlendirilecek? Bütün sınıf mı yoksa sınıf içinde belli bir alt grup mu? (Örneğin Türkçe dil yeterliği sınırlı öğrenciler)
- Öğrencinin hangi davranış özelliği değerlendirilecek? (Örneğin kazanıma ulaşma düzeyi, beceri düzeyi vb.)

Değerlendirme, öğretimi ve öğrenmeyi değiştirmek ve geliştirmek amacıyla teşhis temelli kullanılabilir bütün etkinlikleri içine alan bir süreç olarak tanımlanmaktadır. Bu tanım altında değerlendirme; gözlem, ödev ve başarı testi gibi öğrencilerin çalışmalarının ve ilerlemelerinin analizine dayanan birçok ölçme uygulamasını içine almaktadır (Boston, 2002; Clarke, 2012; Cullinane, 2011).

Öğretimde ölçme ve değerlendirmenin çeşitli rolleri vardır. **Biçimlendirici değerlendirme öğretim sürecini izlemek amacıyla yani öğrenmenin planlandığı gibi gerçekleşip gerçekleşmediğini ortaya koymak amacıyla uygulanmaktadır. Düzey belirlemeye (not vermeye) yönelik değerlendirme ise öğretim sürecinin sonunda (bir ünitenin veya dönemin sonunda) öğrencinin bir sonraki aşamaya geçmeye hazır olup olmadığını belirlemek ve öğrenciye not vermek amacıyla gerçekleştirilmektedir. Bu iki farklı değerlendirme yaklaşımı, test geliştirme ve geliştirilen testlerin sınıf içinde kullanımına ilişkin farklı uygulamaları beraberinde getirmektedir** (CERI, 2008; Ebel ve Frisbie, 1991; OECD, 2015; Vero ve Chukweemeka, 2019; Wilson, 2018).

1.2. Biçimlendirici Değerlendirme

Sınıf içindeki biçimlendirici değerlendirmenin temel işlevi, öğretme-öğrenme sürecinin nasıl ilerlediğine ilişkin öğretmene ve öğrenciye geri bildirim vermektir. Böyle bir geri bildirim, öğretmenin öğretim yöntem ve materyallerini revize etmesine olanak sağlar. Biçimlendirici değerlendirme sık aralıklarla oldukça detaylı bilgilerin toplanmasını gerektirir. Veriler; öğretmen gözlemleri, sınıf içi sözel sınavlar, ev ödevleri ve kısa sınavlar aracılığıyla toplanabilir (Ebel ve Frisbie, 1991). Elde edilen veriler öğretimi ve öğrenmeyi, öğrenci ihtiyaçlarını karşılayacak şekilde uyarlamak ve geliştirmek için kullanıldığında değerlendirme biçimlendirici â hâle gelmektedir. Yani öğretmenler öğrencilerin nasıl bir ilerleme ve gelişim gösterdiklerini, nerelerde problemler yaşadıklarını bildiklerinde, bu bilgiyi öğretime ilişkin gerekli düzenlemeler yapmak için kullanabilirler. Bunun sonucunda ise öğrencilerin öğrenmesi daha gelişmiş olur (Boston, 2002; Vero ve Chukweemeka, 2019).

Düzey belirlemeye yönelik sınavlar ise ünite sonu sınavlar veya final sınavlarıdır. Düzey belirlemeye yönelik değerlendirmenin temel işlevi, bir öğretim sürecinin sonunda öğrencilerin başarı düzeylerini ve o zamana kadar yapılan çalışmaların nasıl ilerlediğini belirlemektir. **Biçimlendirici değerlendirme ile karşılaştırıldığında, düzey belirlemeye yönelik değerlendirmede sonuç odaklılık söz konusudur.**

Sınıf içi değerlendirme yaklaşımlarını kullanan öğretmenler çeşitli öğrenci ihtiyaçlarını karşılamaya daha hazırdır. Çünkü bu öğretmenler öğretimi farklı öğrenci düzeylerine göre farklılaştırarak ve uyarlayarak öğretimde *adaleti* sağlamaya çalışırlar. Buna ek olarak sınıf içi değerlendirme yaklaşımlarını benimseyen öğretmenler, öğrencilerin kendi öğrenmelerinden sorumlu olmalarını ve *öğrenmeyi öğrenme becerilerini* geliştirmelerini sağlarlar (CERI, 2008; Cullinane, 2011).

Biçimlendirici değerlendirme, öğrenciler arasında adaleti sağlaması bakımından büyük önem taşımaktadır. Biçimlendirici değerlendirme yaklaşımını kullanan okullar sadece genel kazanımlar elde etmemekte, özellikle başarı düzeyi düşük öğrencilere yönelik de yüksek kazanımlar elde etmektedir. Biçimlendirici değerlendirmede öğretim ve değerlendirme süreçlerinin bireyselleştirilmesi vurgulanmaktadır ancak merkezi standartlar ve uygulamalar genel olarak buna zarar vermektedir (OECD, 2015). Yalnız biçimlendirici değerlendirme yaklaşımını benimseyen okullarda öğrenciler arası başarı farklılıkları azalmaktadır.

Biçimlendirici değerlendirmenin temel ilkeleri aşağıda listelenmiştir (MEB, 2020):

- Etkili ders planının ve öğrenme etkinliklerinin içine gömülüdür.
- Öğretmen ve öğrenciye, öğrenme sürecine ilişkin rehberlik eder.
- Her bir öğrenciye özeldir, yapıcıdır ve güdüleyicidir.
- Geri bildirimle işleyen, çift yönlü bir etkileşim sürecine vurgu yapar.
- Ölçütlerin anlaşılmasını ve öğrenme hedeflerinin paylaşılmasını destekler.
- Öğrencilerin gelişim süreçlerinin farkında olmalarına yardımcı olur.

- Öğrencilere öz ve akran değerlendirme bilinci kazandırarak öğrenci ve öğretmenlerin yansıtma becerilerini geliştirir.
- Aile ve öğretmen arasındaki iş birliğini geliştirir.
- Geri bildirimlerle ailenin de öğrencinin gelişimi hakkında bilgi sahibi olmasını sağlar.
- Her öğrencinin uygun geri bildirimlerle desteklenmesi hâlinde gelişebileceği fikrini destekler.

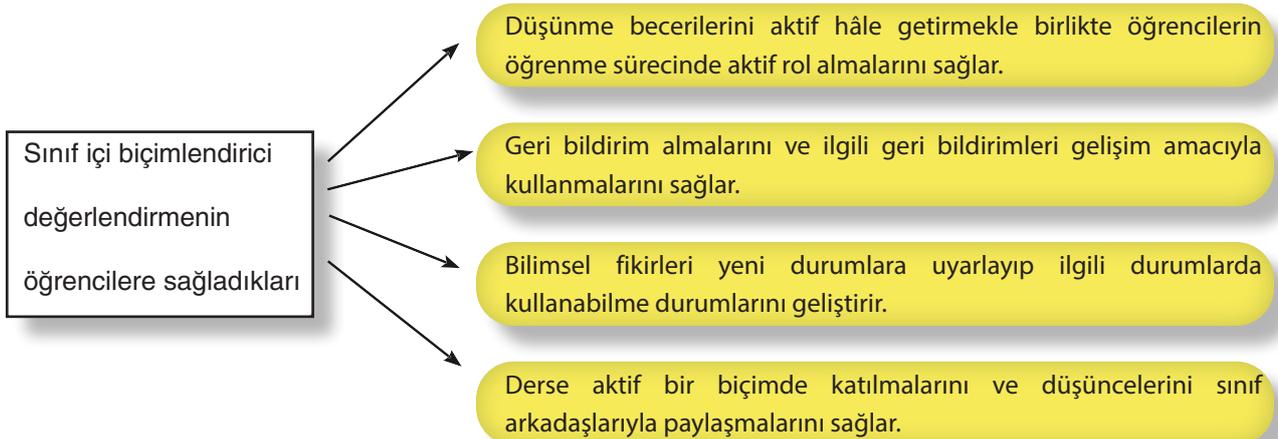
Biçimlendirici değerlendirme aşağıda belirtilen öğrenme ortamlarında belirgin bir biçimde açığa çıkmaktadır (MEB, 2020):

- Ezber ve tekrar yerine değerlendirmenin yöntemi ve içeriği hususunda özgünlüğe ve derinliğe odaklanan,
- Öğrenciler için önemli kararlar almada iyi hazırlanmış ama sınırlı miktarda düzey belirleyici değerlendirmeler içeren,
- Öğrencilere öğrenmelerini gösterme ve geliştirme fırsatı sunan etkinlik ve görevler içeren,
- Düzey belirleyici değerlendirme öncesinde öğrencilerin kendine güven ve yeterliklerini geliştiren,
- Sistematik ve yapıcı geri bildirim bakımından zengin olan,
- Düzenli ve sürekli olarak öğrenciye durumunu bildiren yapılandırılmamış (sözlü, anlık) geri bildirim bakımından zengin olan,
- Öğrencilerin kendi öğrenmelerinde sorumluluk almasına ve kendi ile akranlarının gelişimlerinin değerlendirilmesine imkân sağlayan.

Biçimlendirici değerlendirme etkinlikleri tasarlanırken aşağıdaki konuların mümkün olduğunca dikkate alınması gerekmektedir (MEB, 2020):

- Biçimlendirici değerlendirme etkinliklerinin açık ve anlaşılır hedefleri olmalıdır böylece öğrencilerin etkinliklere katılımları ve rolleri daha iyi belirlenmiş olur.
- Konuya özgü, yapıcı, hızlı ve kolayca geri bildirim imkân sağlayacak şekilde etkinlikler tasarlanmalıdır.
- Öğrencilerin performansları veya görevleriyle ilgili öğretmenleri veya akranlarıyla konuşmalarına ve tartışmalarına imkân sağlayacak yollar / süreçler düşünülmelidir.
- Öğrencilerin güçlü olduğu ve geliştirmesi gereken hususlara ilişkin öğrencilere geri bildirimler sunulmalı ve öğrencilerin beklenen durum ile mevcut durum arasındaki boşluğu doldurmalarına olanak sağlanmalıdır.
- Akran değerlendirme, akrandan geri bildirim alma ve öz değerlendirme yapma olanakları öğrencilere verilmelidir.

Sınıf içinde biçimlendirici değerlendirme tekniklerinin kullanılmasına dönük çok sayıda gerekçe vardır (Cullinane, 2011; Shepard ve diğerleri, 2020):



Biçimlendirici değerlendirmenin amacı öğrencilerin neleri bilip bilmediklerine ilişkin bir anlayış kazanmak ile öğretim ve öğrenme süreçlerine geri bildirim sunmaktır.

Biçimlendirici değerlendirmenin amacı öğrencilerin neleri bilip bilmediklerine ilişkin bir anlayış kazanmak ile öğretim ve öğrenme süreçlerine geri bildirim sunmak olduğundan öğretmenler tarafından yürütülen sınıf içi gözlem ve sınıf içi tartışma uygulamalarının bu kapsamda önemli bir yeri vardır (Boston, 2002). Öğretmenlerin, *soru sorma ve sınıf içi tartışma* olanaklarını öğrencilerin bilgi ve anlayışını geliştirmek için kullanmaları

önerilmektedir. Yalnız bir taraftan da öğretmenlerin basit ve olgusal sorulardan ziyade yansıtıcı sorular sormaları ve öğrencilere cevaplarını sunması için yeterli zaman vermeleri önerilmektedir. Bu kapsamda aşağıdaki stratejiler önerilmektedir (Boston, 2002):

- Bir soru veya konu hakkında öğrencilerin çift olarak veya küçük gruplar hâlinde tartışmalarını sağlayınız ve gruptan bir temsilcinin sınıfın tamamıyla grubun düşüncelerini paylaşmalarını isteyiniz.
- Bir soruya birkaç olası cevap sununuz ve öğrencilerin bu olası cevapları oylamasını isteyiniz.
- Bütün öğrencilerin bir cevap yazmasını isteyiniz ve daha sonra seçilen birkaç cevabı yüksek sesle okuyunuz.
- Daha az sayıda ve uzun testler yerine daha çok sayıda ve kısa testler uygulayınız.
- Öğrencilerin yeni edindikleri bilgi ve becerileri en geç bir hafta içerisinde değerlendiriniz.
- Biçimlendirici değerlendirme kapsamında portfolyo gibi değerlendirme yaklaşımlarını kullanmaya gayret ediniz.

1.3. Sınıf İçi Değerlendirmede Kullanılan Ölçme Araçları

Öğretmenler sınıf içi değerlendirmede genellikle başarı testlerini kullanmaktadır. Ancak başarı testleri ile öğrencilerin üst düzey zihinsel özelliklerini ölçmek güçtür. Bu nedenle öğretmenlerin başarı testlerine ek olarak alternatif ölçme araçlarını ve yaklaşımlarını kullanmalarının önemli olduğu düşünülmektedir. Alternatif ölçme araçları genel olarak gözlem formları, performans ve proje ödevleri olarak düşünülebilir (Ebel ve Frisbie, 1991; Popham, 2017).

Sınıf içi değerlendirme kapsamında çok sayıda ölçme aracı kullanılmaktadır. **Ölçme araçları genel olarak seçmeye dayalı ölçme araçları ve yapılandırmaya dayalı ölçme araçları olarak ikiye ayrılmaktadır.** Seçmeye dayalı ölçme araçları, sınıf içi değerlendirme kapsamında sıklıkla kullanılmaktadır ve bu ölçme araçlarında öğrencilere bir madde köküne ek olarak öğrencilerin seçebilecekleri seçenek takımı sunulmaktadır. Seçenek takımında doğru cevaba ek olarak çeldiriciler yer almaktadır ve öğrencilerin seçenekler arasından doğru cevabı seçmeleri beklenmektedir. Seçmeye dayalı maddelerin yalnızca alt düzey zihinsel özellikleri ölçtüğüne ilişkin genel bir kanı olsa da yaratıcı öğretmenler tarafından üst düzey zihinsel özellikleri ölçen seçmeye dayalı maddeler oluşturulabilmektedir. Seçmeye dayalı maddeler de kendi içinde *çoktan seçmeli* ve *eşleştirmeli maddeler* olarak ikiye ayrılabilir (Popham, 2017). Yapılandırmaya dayalı ölçme araçları, öğrencilerin kendilerine sunulan göreve veya soruya yönelik cevaplarını kendilerinin oluşturmalarına, düşüncelerini organize etmelerine ve sunmalarına olanak sağlayan ölçme araçlarıdır. Seçmeli maddelerin hazırlanması zor, puanlanması kolay ve etkili iken yapılandırmaya dayalı maddelerin hazırlanması kolay, puanlanması ise oldukça güçtür. Yapılandırmaya dayalı maddeler genel olarak *kısa cevaplı maddeler* ve *uzun cevaplı maddeler* (kompozisyon tipi maddeler) olarak ikiye ayrılır (Popham, 2017). Bu iki tür ölçme aracına ek olarak öğrencilerin üst düzey zihinsel özelliklerinin ölçülmesinde performans görevleri, proje ödevleri ve portfolyolar kullanılmaktadır. **Ölçme ve değerlendirmenin temel ilkelerinden biri olan ölçme araçlarında çeşitlilik ilkesinin sağlanması ve bütüncül değerlendirmeye olanak sağlaması bakımından bahsi geçen ölçme araçlarının hepsinin sınıf içi değerlendirme kapsamında kullanılmasının uygun olduğu düşünülmektedir.**

Sınıf içi değerlendirme kapsamında kullanılan ölçme araçlarına dayalı yapılan başka bir sınıflamaya göre ise ölçme değerlendirme ikiye ayrılmaktadır. **Bunlar geleneksel ve alternatif (tamamlayıcı) ölçme değerlendirmedir.** Geleneksel ölçme değerlendirme, hem ölçme aracının hem de uygulama süreçlerinin standardize edildiği ve karşılaştırılabilir sonuçlar elde edebilmek için hep aynı biçimde uygulanan ve puanlanan testlerden oluşmaktadır. Geleneksel ölçme değerlendirme kapsamında; *çoktan seçmeli sorular, kısa cevaplı sorular, doğru-yanlış soruları, eşleştirme soruları ve açık uçlu sorular* kullanılmaktadır.

Alternatif ölçme değerlendirme araçları kullanılarak öğrencilerin üst düzey zihinsel özelliklere ulaşma düzeyleri belirlenebilir.

Kutlu (2006)'ya göre geleneksel ölçme değerlendirme öğrencilerin problem çözme, eleştirel düşünme, araştırma yapma ve yaratıcı düşünme gibi üst düzey zihinsel özelliklerini ölçmede yetersiz kalmaktadır. Bu nedenle öğrencilerin üst düzey zihinsel özelliklere ulaşmada ne düzeyde olduğunu belirlemek amacıyla alternatif ölçme değerlendirme araçlarının kullanılmasının

uygun olacağı düşünülmektedir. Tablo 2'de geleneksel ve alternatif ölçme değerlendirme yöntemleri sunulmakta, tabloyu takip eden kısımda ise geleneksel ve alternatif ölçme değerlendirme yöntemlerinin detaylarına yer verilmektedir (Aksu, 2013; MEB, 2020).

Tablo 2. Geleneksel ve Alternatif (Tamamlayıcı-Otantik) Ölçme Değerlendirme Yöntemleri

Geleneksel ölçme değerlendirme yöntemleri	Alternatif (tamamlayıcı) ölçme değerlendirme yöntemleri
<ul style="list-style-type: none"> • Çoktan seçmeli sorular • Kısa cevaplı sorular • Doğru yanlış soruları • Eşleştirme soruları • Açık uçlu sorular 	<ul style="list-style-type: none"> • Performans görevi • Öğrenci ürün dosyası (portfolyo) • Kavram haritası • Yapılandırılmış grid • Tanılayıcı dallanmış ağaç • Kelime ilişkilendirme testi • Proje • Poster • Öz değerlendirme • Akran ve/veya grup değerlendirmesi

Yukarıda bahsedilen alternatif ölçme değerlendirme yöntemlerinden *performans görevi, portfolyo, poster ve projelerin* değerlendirilmesinde aşağıdaki puanlama araçları kullanılabilir:

- Kontrol listesi
- Dereceleme ölçeği
- Dereceli puanlama anahtarı

1.3.1. Geleneksel Ölçme Değerlendirme Yöntemleri

1) Çoktan Seçmeli Sorular

Bir sorunun cevabının, öğrenciyeye sunulan seçenekler arasından seçilerek belirlenmesini gerektiren sorulara seçmeli sorular denir. Seçenek sayısı ikiden fazla olduğunda ise bu tür sorular *çoktan seçmeli sorular* olarak adlandırılır. Çoktan seçmeli sorularda öğrenciden beklenen, soru kökünü okuyup sorunun cevabını düşünmesi ve bulduğu cevabı seçip işaretlemesidir. Çoktan seçmeli sorular zaman kazandırdığından ve ekonomik olduğundan eğitimde en yaygın kullanılan ölçme değerlendirme yöntemleri arasındadır.

2) Kısa Cevaplı Sorular

Kısa cevaplı sorulara verilecek cevaplar, tek bir sözcük ya da sayıdan oluşabilir. Dolayısıyla hem sunulan cevap çok kısadır hem de puanlama çok az zaman almakla birlikte nesnelidir. Bunun bir sonucu olarak kısa cevaplı sorular, her eğitim düzeyindeki öğrencilere uygulanabilir niteliktedir.

3) Doğru / Yanlış Soruları

Öğrencilerden verilen bir önermenin doğru ya da yanlış olduğuna ilişkin yargılarını belirtmelerinin istendiği sorular doğru yanlış sorularıdır. Doğru yanlış sorularının en önemli dezavantajı, öğrencilerin tahminle doğru cevabı bulma oranlarının %50 olmasıdır. Bu durum bu soruların şans başarısını artırmaktadır.

4) Eşleştirme Soruları

Birbiriyle ilgili olan ve iki grup halinde verilen bilgi öğelerinin eşleştirilmesini içeren soru türüdür. Eşleştirilmesi istenen bilgi grupları; terimler ve onların tanımları, semboller ve onların adları biçiminde olabilir.

5) Açık Uçlu Sorular

Açık uçlu sorularda öğrencilerden belirtilen bir durumla ilgili bildiklerini yazılı olarak sunmaları beklenir. Açık uçlu sorularda cevabın içeriği, niteliği ve uzunluğu bakımından yanıtlayıcı serbest bırakılır. Bu soru türleri, öğrencilerin yaratıcı düşünme, eleştirel düşünme, problem çözme gibi üst düzey zihinsel özelliklerinin ölçülmesine olanak sağlar.

1.3.2. Alternatif Ölçme Değerlendirme Yöntemleri

1) Performans Görevi

Öğrencilerin bir konudaki bilgilerini, becerilerini, anlama düzeylerini ve düşünme alışkanlıklarını yansıtmasına olanak sağlayan çeşitli durumların oluşturulduğu değerlendirme amaçlı çalışmalara performans görevleri denir.

Performans görevleri, öğrenmeyi pekiştirme amacıyla öğrencilerin sahip oldukları bilgi ve becerileri kullanarak günlük hayatla ilişkilendirilmiş bir ürün ortaya koymaları esasına dayanan uygulamalardır.

Performans görevleri aracılığıyla hem ürün hem de süreç değerlendirilir ve performans görevleri öğrencilerin üst düzey zihinsel özelliklerinin geliştirilmesi ve ölçülmesinde sıklıkla kullanılır. Performans görevleri, öğrenmeyi pekiştirme amacıyla öğrencilerin sahip oldukları bilgi ve becerileri kullanarak günlük hayatla ilişkilendirilmiş bir ürün ortaya koymaları esasına dayanan uygulamalardır.

Performans görevleri, bireysel yapılabileceği gibi grup çalışması şeklinde de yapılabilir. Grup çalışması, öğrencilerin sosyal, iletişim ve iş birliği becerilerinin gelişimine olanak sağlar.

Eğitim-öğretim faaliyetlerinde öğrencilere birtakım performans görevleri verilebilmektedir. Performans görevlerine örnek olarak

- yaratıcı performanslar (sergi, dergi, gazete, pano, tarih şeridi, rol oynama vb.),
- yazılı görevler (araştırma raporu, makale, kompozisyon, açık uçlu soruları cevaplama, çalışmalar vb.),
- sunumlar,
- sınıf dışı çalışmalar (işlenecek konu hakkında bilgi toplama, metin okuma, görüşme yapma, etkinlikte kullanılacak materyalleri hazırlama vb.) gibi etkinlikler gösterilebilir.

Öğrencilerin performansları belirlenirken iki tür performansa dayalı değerlendirme yapılabilir:



Performans görevleri dört temel bölümden oluşmaktadır:

1. **Tanımlama:** Öğrencilere verilen görevin ait olduğu ders, sınıf düzeyi, kazanım, konu, öğrenme çıktıları ve puanlama yöntemi gibi genel bilgilerin tanıtıldığı bölümdür.
2. **Görev:** Öğrencilere çözüm bulmaları / araştırmaları gereken bir problem durumunun verildiği bölümdür.
3. **Yönerge:** Öğrencilerin görevlerini yerine getirirken dikkat etmesi gereken hususların tanıtıldığı kısım olup görev öncesi, görev sırası ve görev sonrası olmak üzere üç boyutta ele alınan bölümdür.
4. **Puanlama:** Öğrencilerin görevlerinin değerlendirilmesinde kullanılacak araç ve yöntemlerin (dereceli puanlama anahtarı ve formlar gibi) bulunduğu bölümdür.

2) Öğrenci Ürün Dosyası (Portfolyo)

Portfolyo öğrencilerin dönem veya yıl içinde yaptıkları çalışmaların belli ölçütlere, sistematığe göre organize edilmiş bir koleksiyonudur. Portfolyonun içinde bulunması gereken materyaller belirli bir sıraya ve sistematığe göre yerleştirilir.

Portfolyoların ve projelerin değerlendirilmesinde puanlama anahtarlarının kullanılması uygundur. Bu kapsamda portfolyolar değerlendirilirken bütünlük, tertip ve düzen, yansıtma gibi ölçütler dikkate alınır. Öğrenciler portfolyolarını hazırlarken organize etme ve sentez yapma becerilerini kullanırlar ve belli bir konuyu ne kadar öğrendiklerini en iyi şekilde ortaya koymaya çalışırlar. Bu süreçte öğrenci, portfolyoya koymak için neden o ürünü seçtiğini ve seçme ölçütlerini anlatır, öğretmen de buradan yola çıkarak öğrencinin nasıl ve ne kadar öğrendiğini belirlemiş olur.

3) Kavram Haritası

Bir konu ile ilgili kavramlar ve bu kavramlar arası ilişkilerin grafik olarak gösterildiği iki boyutlu şemalara kavram haritası denir. Kavram haritaları öğrencilerin kavramları nasıl algıladığını ve sentezlediğini anlamada kullanılır. Yeni bilgiler, eski bilgiler üzerine inşa edilmektedir ve bu şekilde anlamlı öğrenme gerçekleşmektedir. Kavram haritaları eğitimde farklı amaçlar için kullanılabilir. Bu amaçlar; bir konunun

öğretimi, öğrenmenin kolaylaştırılması, öğrenme sürecinin kontrol edilmesi, kavram yanılgılarının ortaya çıkarılması ve öğrenci başarısının değerlendirilmesi olabilir. Bununla birlikte kavram haritaları eğitim sürecinin başında öğrencilerin hazır bulunuşluk düzeylerini belirlemek, süreç içinde nasıl bir gelişim gösterdiğini görmek, öğrenme eksikliklerini tespit etmek ve sürecin sonunda da süreci değerlendirmek amacıyla eğitim sisteminin bütün süreçlerinde kullanılabilir.

4) Yapılandırılmış Grid

Kavram haritalarına benzer şekilde yapılandırılmış grid de öğrencilerin anlamlı öğrenmelerini ölçmeyi sağlayan bir yöntemdir. Yapılandırılmış griddede konu ile ilgili kavramlar, sayılar, resimler, tanımlar, eşitlikler veya formüller gelişigüzel şekilde kutucuklara yerleştirilir. Bu kapsamda yapılandırılmış griddede öğrenci yaşına ve seviyesine bağlı olarak 9, 12 veya 16 kutucuk sırası ile numaralandırılır. Bu temel yapı oluşturulduktan sonra öğretmen ilgili kutucuklara bazı kavramlar yazar. Daha sonra ise öğrencilere sorduğu sorular yoluyla öğrencilerin doğru kutucukları belirlemesini bekler. Bazı soruların cevapları diğer soruların cevaplarını da kapsayabilir. Yapılandırılmış grid kapsamında sorulan soruların her birinde birden fazla kutucuğun seçilmesi söz konusu olabilir. Yani bir bakıma bu yöntem çoklu seçim sorularına benzemektedir.

5) Tanılayıcı Dallanmış Ağaç

Tanılayıcı dallanmış ağaç, öğrencilerin belli bir konuda neyi bildiklerini ve neyi bilmediklerini ortaya çıkarmak amacıyla kullanılan bir tekniktir. Bu yöntem, doğru yanlış testlerine benzetilebilir ancak doğru yanlış testlerinde sorular genellikle birbirinden bağımsız şekilde sorulur. Tanılayıcı dallanmış ağaçta ise sorular birbiriyle bağlantılıdır ve öğrencinin verdiği karar sonraki sorularda kararlarını etkilemektedir. Tanılayıcı dallanmış ağaç hazırlanırken doğru ve yanlış ifadeler temelden ayrıntıya doğru giden bir sıraya göre dizilir ve öğrencilerden doğru seçimi yapmaları beklenir. Bu şekilde 8 veya 16 seçimlik bir ifadeler listesi ile son bulan bir dallanmış ağaç oluşturulur.

6) Kelime İlişkilendirme Testi

Bu test öğrencinin zihinsel yapısını ve bu yapıdaki kavramlar arasındaki bağlantıları görmemizi sağlayan, kavramlar arasındaki ilişkilerin yeterli olup olmadığını veya anlamlı olup olmadığını belirleyebilmemize yardımcı olan bir yöntemdir. Kelime ilişkilendirme testinin uygulanması aşamasında belli bir süre içerisinde herhangi bir konu ile ilgili verilen anahtar bir kavramın çağrıştırdığı kelimelerin cevap olarak sunulması beklenir. Yani öğrencilerin ilgili anahtar kavramla ilgili akıllarına gelen tüm sözcükleri belirlenen süre dâhilinde yazmaları istenir. Bu şekilde kavramlara ilişkin öğrencilerin zihinlerinde oluşan yapının anlamlı olup olmadığı ve kavramlar arasındaki anlamsal yakınlık ortaya konulmaya çalışılır. Bu yöntem de hem öğretim hem de değerlendirme süreçlerinde kullanılabilir.

7) Proje

Performans görevlerine kıyasla daha geniş kapsamlı ve daha uzun erimli olmasının yanı sıra daha üst düzey zihinsel özelliklerin kullanılmasını gerektiren projeler, değerlendirme sürecinde kullanılan bir yöntemdir. Proje çalışmaları, öğrenciler tarafından bireysel ya da grup olarak gerçekleştirilebilir. Proje konusu öğrenci tarafından veya öğretmenin hazırlamış olduğu bir konu listesinden seçme yoluyla belirlenebilir. Öğrenciden projenin amacını, takip edeceği yolları, kullanacağı malzemeleri ve karşılaşması muhtemel durumları önceden planlaması beklenir. Geçerli ve güvenilir değerlendirmeler yapılabilmesi amacıyla öğretmenler tarafından dereceli puanlama anahtarları önceden geliştirilmeli ve öğrenciler projeye başlamadan öğrencilerle paylaşılmalıdır. Dereceli puanlama anahtarı, öğrencilerin ürünlerinin nasıl değerlendirileceği ve nelere dikkat etmeleri gerektiği konusunda öğrencilere kılavuzluk etmektedir.

8) Poster

Bir konu ile ilgili olarak bireyin öğrendiklerinin çizimini yansıttığı bir görsel oluşturma çalışmasıdır. Öğrencilerin poster çalışmalarının değerlendirilmesinde dereceli puanlama anahtarları kullanılabilir. Posterler, bir projenin veya sistemin proje veya sistem hakkında bilgisi olmayan okuyuculara temel yönleriyle tanıtılmasını içine almaktadır.

9) Öz Değerlendirme

Öğrencilerin kendi öğrenme süreçlerini, başarı düzeylerini ve öğrenme sonuçlarını değerlendirmelerine dayanan bir yöntemdir. Bu yöntemde öğrenciler değerlendirme süreçlerine aktif olarak katılarak neleri öğrendiklerini ya da hangi konularda problemlerinin olduğunu belirlemiş, gelişimlerine paralel olarak kendi öğrenme süreçlerinde sorumluluk üstlenmiş olurlar. Öz değerlendirme kapsamında öğretmenler tarafından dereceli puanlama anahtarları, kontrol listeleri veya açık uçlu sorular kullanılabilir.

10) Akran ve / veya Grup Değerlendirmesi

Öğrencilerin sınıf arkadaşlarının hazırladığı ödevleri, araştırmaları, projeleri, raporları ve çalışmaları değerlendirmelerini içine alan akran değerlendirme öğrencilerin değerlendirme sürecine aktif bir şekilde katılmalarına olanak sağlar. Öğrenciler, akranlarının çalışmalarını değerlendirirken kendi eleştirel düşünme becerileri de gelişir. Öz değerlendirmede olduğu gibi akran değerlendirme kapsamında da dereceli puanlama anahtarları, kontrol listeleri ve açık uçlu sorular kullanılabilir.

Bir grup öğrenci tarafından iş birliği içinde gerçekleştirilen bir çalışmada grubun ne kadar başarılı olduğu, grup başarısında grup üyelerinin katkılarının belirlendiği bir yöntem olan grup değerlendirme, öz değerlendirme ve akran değerlendirme gibi öğrencilerin değerlendirme sürecine katılmalarına fırsat sağlar. Grup değerlendirme kapsamında da öz değerlendirme ve akran değerlendirmede olduğu gibi dereceli puanlama anahtarları, kontrol listeleri ve açık uçlu sorular kullanılabilir.

1.3.3. Puanlama Araçları

Alternatif ölçme değerlendirme yöntemlerinden performans görevi, portfolyo, proje ve posterlerin değerlendirilmesinde kullanılan puanlama araçlarına ilişkin açıklamalara yer verilmiştir (Aksu, 2013; MEB, 2020).

1) Kontrol Listesi

Kontrol listesi, bir ölçme aracı olarak kullanılabilirdiği gibi bir öğretim aracı olarak da kullanılabilir. Öğrencinin bir davranışı öğrenmesi ya da bunun değerlendirilmesi evresinde neleri, hangi sıra ile ve nasıl yapacağını izlemek amacıyla kullanılır.

Öğrenciden beklenen performansın en önemli gözlenebilir yanlarını içerir. Kontrol listeleri daha çok süreci ölçer ve kurallara uyulup uyulmadığını, belirli işlem yollarının izlenilip izlenilmediğini, bir davranışın gösterilip gösterilmediğini belirlemede önemlidir.

Kontrol listelerinde, değerlendirilmek istenen özellikler "var / yok", "evet / hayır" gibi kelimelerle veya bu kelimelerin yer aldığı sütunların "x" gibi sembollerle işaretlenmesi yoluyla belirtilir.

2) Dereceleme Ölçeği

Öğrenci çalışmasında gösterilen belirli kavramların, becerilerin, işlemlerin ya da tutumların ne oranda kazanıldığını tespit etmek için kullanılan araçlardır.

Dereceleme ölçekleri öğrencinin performansına not vermek amacıyla da kullanılabilir. Ancak performans hakkında ayrıntılı bilgi sağlamamaktadırlar bu nedenle performansa dayalı değerlendirme yapabilmek için performans görevlerinin analitik dereceli puanlama anahtarı kullanılarak değerlendirilmesi tavsiye edilmektedir.

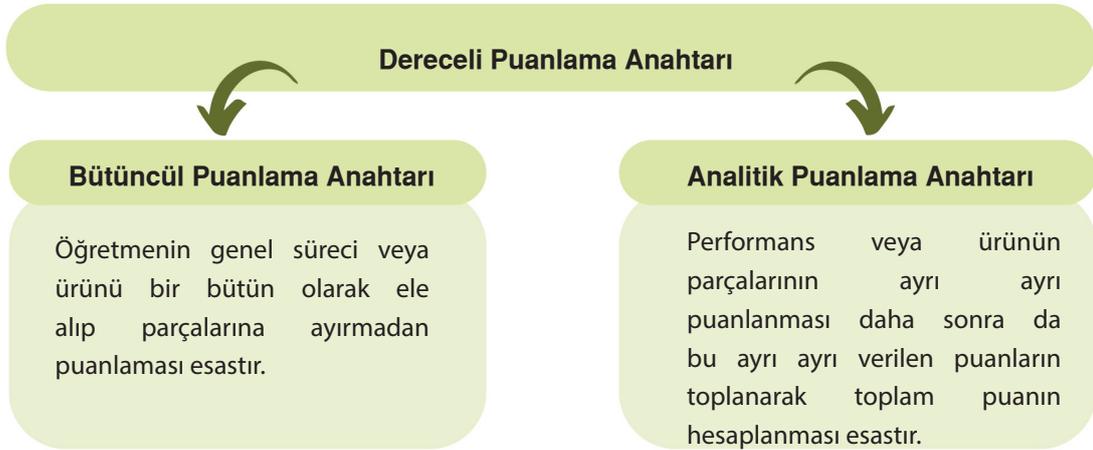
Dereceleme ölçeğinin hazırlanmasına görevin içeriğini de dikkate almak kaydıyla beklenen performansta belirtilen hususlar ele alınarak ölçütlerin hazırlanması ile işe başlanmalıdır.

Hatırlatma

Performans dereceleri belirlenirken rakam değerleri (4-3-2-1) kullanılabileceği gibi performans tanımlayıcıları da (mükemmel, iyi, orta, geliştirilmesi gerekli) kullanılabilir.

3) Dereceli Puanlama Anahtarı (Rubrik)

Dereceli puanlama anahtarı; öğrencinin bir kavram, durum veya olaya ilişkin bilgisini ifade etmesi veya bir ödevi yapmasıyla ilişkili olarak öğrencinin yeterli düzeyini belirlemeye yönelik bir puanlama sistemidir. Dereceli puanlama anahtarı aracılığıyla öğrencilere güçlü ve zayıf yönleri hakkında geri bildirim verilir. Dereceli puanlama anahtarlarında performansın gerçekleşebileceği farklı nitelik düzeyleri belirtilmekte ve tanımlanan her performans düzeyi için belirlenen puan verilmektedir. Öğretmenler dereceli puanlama anahtarlarından elde ettikleri sonuçları ayrıntılı olarak inceledikleri, öğrenci başarısının yüksek ya da düşük olma nedenlerini sorguladıkları zaman öğrenme-öğretme sürecini uygun şekilde düzenlemiş olurlar. Dereceli puanlama anahtarı; bütüncül puanlama anahtarı ve analitik puanlama anahtarı olarak ikiye ayrılır.

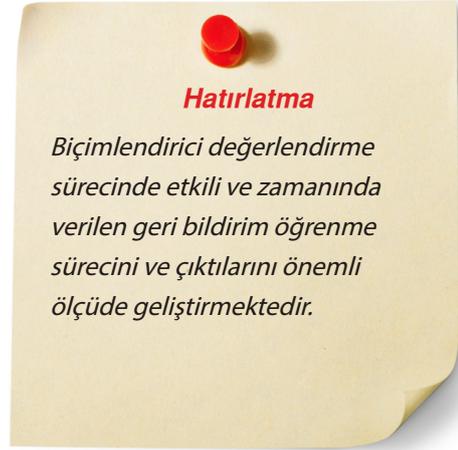


1.4. Sınıf İçi Değerlendirmede Geri Bildirim

Biçimlendirici değerlendirme kapsamında öğrencilere verilen geri bildirim, öğrencilerin mevcut bilgi ve becerileri ile o zamana kadar edinmiş olması gereken bilgi ve beceriler arasındaki farkı anlamalarına yardımcı olur. Öğrencilere sunulan en yararlı geri bildirim, öğrencilere hataları ve eksikleriyle ilgili sunulan bilgiye ek olarak öğrenme eksikliklerini kapatabilmeleri ve performanslarını geliştirmeleri için neler yapabileceklerine ilişkin yönlendirmeleri içine alır. Biçimlendirici değerlendirme kapsamında sunulan geri bildirim, bütün öğrencilerin başarabileceğine ilişkin beklenti ve inancı destekler (Boston, 2002; MEB, 2020; Popham, 2017). **Geri bildirim genel olarak öğretmenler tarafından sunulurken öğrenciler de biçimlendirici değerlendirme kapsamında öz ve akran değerlendirme aracılığıyla önemli bir rol oynarlar.**

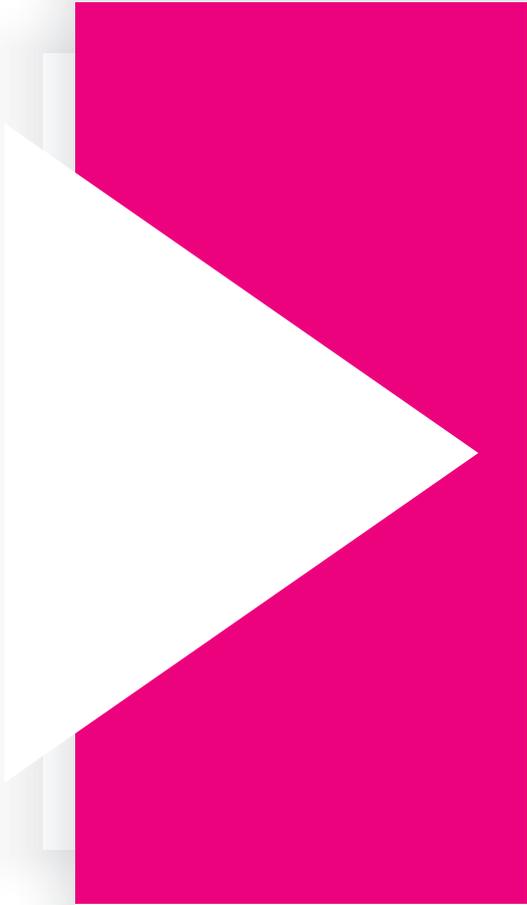
Sınıf içi değerlendirme kapsamında öğrencilere geri bildirim verilirken aşağıdaki hususlara dikkat edilmesi gerekmektedir (MEB, 2020):

- Biçimlendirici değerlendirme etkinliklerinde öğrenci ve/veya veliye ölçme araçlarının kanıt gösterilerek geri bildirim verilmesi daha etkili olacaktır.
- Geri bildirimlerin sözlü ve yazı olmasının yanında söz ötesi denilen jest, mimik ve beden diliyle de olabileceği unutulmamalıdır.
- Öğrencilere sağlanacak az destek / yarım destek veya yönlendirme hiç destek sağlamamakla aynıdır. O nedenle geri bildirimlerin öğrencilerin gelişimine yönelik açık ve net yönlendirme yapması gerekir.
- Eğitim sürecinin önemli bir parçası olan velilerle daha etkin bir iletişim kurulmalıdır, öğrencilerin çalışmalarına verilen yazılı geri bildirimler velilere kontrol amaçlı gönderilebilir.
- Ayrıca iletişimin hızlı, etkili ve masrafsız olması için sınıf bazında veliler için farklı iletişim kanalları yoluyla gruplar oluşturulabilir. Bu gruplar üzerinden yapılacak paylaşımlar ile bilgilendirmeler ve geri bildirimler anında sunulabilmelidir. Ancak öğrencilerin bireysel gelişimiyle ilgili durumlar genel gruplarda tartışılmamalıdır.



İngiltere Değerlendirme Reform Grubu (2002) tarafından derlenen öğretmenlerin geri bildirim vermede kullanmaları önerilen ana ilkeler aşağıda belirtilmiştir (MEB, 2020):

- Geri bildirim her bir öğrenci için belirlenen öğrenme çıktılarına odaklanmalı ve akranlarla karşılaştırma içermemelidir.
- Sözlü ve sözsüz dil, öğrencilere sahip olduğu becerileri hakkında güçlü bir mesaj vermelidir.
- Geri bildirim, başarı ve gelişime odaklanmalı; düzeltme ya da doğrulama eksenli olmamalıdır.
- Geri bildirimler beklenen seviye ile öğrencinin durumu arasındaki açığı kapatacak önerileri içermelidir.
- Öğrencilere kendi çalışmalarını geliştirme / iyileştirme şansı verilmelidir.
- Öğrenciler kendilerini ve akranlarını değerlendirme becerilerinin geliştirilmesi için eğitilmelidir.
- Geri bildirim sık sık ve zamanında (hemen) verilmelidir.
- Öğrencinin mevcut akademik durumunu tanımlamalı ve yargı ifadesi içermemelidir.
- Öğrencilerin kişilik özelliklerine değil öğrenme ortamında geliştirdikleri özelliklerine odaklanmalıdır.



ÇALIŞMANIN AMACI

2. ÇALIŞMANIN AMACI

Bu çalışmanın genel amacı, öğretmenlerin sınıf içi değerlendirme yeterliklerini geliştirmektir. Bu genel amaca bağlı olarak aşağıdaki alt amaçların gerçekleştirilmesi hedeflenmektedir:

- Biçimlendirici değerlendirmeye olanak sağlayan alternatif ölçme değerlendirme yöntemlerinin kullanımı konusunda öğretmen yeterliklerinin geliştirilmesi,
- Kullanılan alternatif ölçme değerlendirme yöntemlerinden performans görevi, portfolyo, proje ve posterin puanlanmasında kullanılan kontrol listesi, dereceleme ölçeği gibi puanlama araçlarının geliştirilmesi ve kullanımı konusunda öğretmen kapasitesinin güçlendirilmesi,
- Etkin bir geri bildirim süreci işletme ve *öğrenmenin değerlendirilmesinden ziyade öğrenme için değerlendirilmenin* ön plana çıkarılması amaçlanmaktadır.

Bu amaçlar doğrultusunda İngilizce dersinin 9-12. sınıf öğretim programlarından farklı bilişsel düzeylerde "27" kazanım seçilmiş ve bu kazanımlara yönelik biçimlendirici değerlendirmeyi destekleyecek şekilde ağırlıklı olarak alternatif ölçme ve puanlama araçları geliştirilmiştir. Bazı kazanımlar için ise açık uçlu sorular ve çalışma kâğıtları da hazırlanmıştır. Seçilen kazanımlara yönelik tek bir ölçme aracı geliştirilmemiş, bunun yerine kazanıma uygun olabilecek çeşitli ölçme araçları geliştirilmiştir. Seçilen kazanımlar için geliştirilen ölçme araçlarının öğretmenlerimiz tarafından örnek alınarak burada yer almayan kazanımlara uyarlanması ve ilgili kazanımların bilişsel düzeyleri dikkate alınarak ölçme aracı geliştirmede öğretmenlerimize rehberlik edeceği düşünülmektedir. Ölçme araçlarının geliştirilmesinde kazanımlara ek olarak bazı durumlarda kazanım açıklamaları da dikkate alınmıştır. 9-12. sınıflarda seçilen kazanımların ve geliştirilen ölçme araçlarının listesi Tablo 3'te sunulmuştur.

Ölçme araçları, öğrencilerde kazanıma ait genel beceriler ile derse özgü becerilerin hem geliştirilmesine hem de ölçülmesine olanak sağlayacak şekilde oluşturulmuştur. Örneğin bir performans görevinde içeriğine bağlı olacak şekilde *bilgi okuryazarlığı, iletişim, iş birliği, yaratıcı düşünme ve inovasyon, problem çözme ve eleştirel düşünme* gibi kazanıma ait genel beceriler ile *bilimsel süreç becerileri ve akıl yürütme* gibi derse özgü becerilerin ölçülmesi ve geliştirilmesi amaçlanmıştır.

Tablo 3. 9-12. Sınıflar Seçilen Kazanımlar ve Geliştirilen Ölçme Araçları

KAZANIM		ÖLÇME ARACI	SAYFA NUMARASI
9. SINIF	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.	Performance Assessment	28
		Structured Grid	31
		Word Association Test	33
	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.	Performance Assessment	36
		Structured Grid	39
		Word Association Test	42
	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.	Performance Assessment	44
		Diagnostic Tree	47
		Word Association Test	50
	E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.	Diagnostic Tree	53
		Word Association Test	56
	E9.6.S3. Students will be able to use the most frequently used expressions to buy a flight / bus / train ticket.	Structured Grid	59
Performance Assessment		61	
Word Association Test		64	
E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.	Word Association Test	66	
	Diagnostic Tree	68	
	Fishbone Diagram	72	
E9.8.S2. Students will be able to ask for and give advice about health problems.	Diagnostic Tree	76	
	Word Association Test	79	
	Structured Grid	82	
10. SINIF	E10.2.W1. Students will be able to write an opinion paragraph about their plans.	Concept Map	85
		Performance Assessment	91
		Word Association Test	94

KAZANIM		ÖLÇME ARACI	SAYFA NUMARASI
10. SINIF	E10.5.S2. Students will be able to book a room at a hotel / a table in restaurant etc.	Performance Assessment	96
		Structured Grid	99
		Word Association Test	101
	E10.6.S1. Students will be able to talk about the consequences of wasting energy sources.	Open-Ended Question	103
		Performance Assessment	105
		Worksheet	108
	E10.7.W1. Students will be able to write a process paragraph/blog about their favourite festival.	Project	111
		Word Association Test	115
	E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.	Performance Assessment	117
		Word Association Test	120
		Diagnostic Tree	122
	E10.9.R1. Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines.	Diagnostic Tree	125
		Performance Assessment	128
		Word Association Test	131
E10.9.W1. students will be able to write a paragraph imagining themselves as a hero / heroine.	Performance Assessment	133	
	Word Association Test	136	
	Concept Map	138	
11. SINIF	E11.1.S1. Students will be able to talk about future plans and predictions.	Performance Assessment	143
		Word Association Test	147
		Worksheet	149
	E11.2.S1. Students will be able to take part in a dialogue about likes, dislikes, interests, and preferences.	Peer Evaluation	151
		Word Association Test	153
	E11.2.W1. Students will be able to write a paragraph about their interests and abilities.	Structured Grid	156
	E11.4.L2. Students will be able to put the past events in order in a recorded text / video.	Diagnostic Tree	158
		Word Association Test	162
		Worksheet	164
	E11.7.L1. Students will be able to recognise information about the description of a monument or a historic site in a recorded text.	Diagnostic Tree	168
		Word Association Test	171
	E11.7.S1. Students will be able to give a presentation on a monument or historical site.	Performance Assessment	173
		Word Association Test	176
	E11.8.S1. Students will be able to exchange opinions about outdoor / extreme sports.	Concept Map	178
Performance Assessment		182	
12. SINIF	E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.	Diagnostic Tree	187
		Concept Map	190
		Worksheet	193
	E12.6.S2. Students will be able to act out a self-prepared dialogue about requests / favours.	Peer Evaluation	195
		Performance Assessment	197
		Word Association Test	200
	E12.8.S1. Students will be able to make complaints and offer solutions to environmental / energy problems.	Performance Assessment	202
		Word Association Test	206
	E12.8.R2. Students will be able to analyse a reading passage to find out solutions to environmental problems.	Diagnostic Tree	208
	E12.9.W3 Students will be able to write a description of a hi-tech product by using linking words.	Performance Assessment	211
		Word Association Test	215
		Concept Map	217
	E12.10.S1 Students will be able to express regrets, wishes, and apologies.	Peer Evaluation	221
		Performance Assessment	223
	Word Association Test	227	

SINIF İÇİ DEĞERLENDİRME ÖRNEKLERİNİN YAPISI

3. SINIF İÇİ DEĞERLENDİRME ÖRNEKLERİNİN YAPISI

Hazırlanan rehber kitaplarda sınıf içi değerlendirme örnekleri iki bölümden oluşmaktadır. Birinci bölüm, öğretmen sayfasıdır ve sınıf içi değerlendirme örneğinin nasıl kullanılması ile puanlanması gerektiği konularında öğretmene rehberlik etmektedir. İkinci bölüm ise öğrenci sayfasıdır ve öğrencilere verilmek üzere hazırlanmış sınıf içi değerlendirme örneğini içermektedir. Bu sınıf içi değerlendirme örnekleri, örneğin yönergesi ve değerlendirilmesinde kullanılacak puanlama araçlarından oluşmaktadır.

I. BÖLÜM - ÖĞRETMEN SAYFASI

Bu görselin bulunduğu sayfalar ölçme aracıyla ilgili öğretmene bilgi vermektedir.

IN-CLASS ASSESSMENT SAMPLE 1

SUBJECT	ENGLISH
GRADE	9
THEME	Movies
LEARNING OUTCOME	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to understand the dialogue well and decide if the sentences are True or False.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 3rd exit.</p> <p>Sample 1 A student who chooses 'True' for the first proposition (statement) gets 1 point. If s/he chooses 'False' for the second proposition, s/he gets one more point. Finally, if s/he chooses 'True' for the 5th proposition and reaches 3rd Exit gets the last point, and his/her score is 3.</p> <p>Sample 2 A student who chooses 'True' for the first proposition (statement) gets 1 point. If s/he chooses 'True' for the second proposition, s/he does not get any points. Finally, if s/he chooses 'True' for the 4th proposition and reaches the 1st Exit and does not get any points, his/her score is 1.</p>
FEEDBACK	Students who reach the wrong exits are recommended to review the topic 'preferences of hobbies'.

Kazanımın bilişsel düzeyi Bloom Taksonomisi esas alınarak belirlenmiştir. Bazı örneklerde bilişsel düzey belirlemede kazanımın açıklaması esas alınmıştır.

Önerilen süre tahmini olarak verilmiştir. Öğrencilerin düzeyine ve sınıf ortamına göre bu süre öğretmen tarafından azaltılabilir veya artırılabilir.

Kazanımı ölçmek için kullanılan ölçme aracını göstermektedir.

Bu bölümde kullanılan ölçme aracında değerlendirmenin nasıl yapılması gerektiği gösterilmektedir.

Bu bölümde öğrencilere verilebilecek geri bildirim örnekleri gösterilmektedir. Öğrencilerin performanslarına bağlı olarak öğrenci bazı farklı geri bildirimler verilebilir.

II. BÖLÜM - ÖĞRENCİ SAYFASI

Bu görselin bulunduğu sayfalar ölçme aracının uygulanacağı öğrenci sayısı kadar çoğaltılarak öğrencilere verilecektir.

IN-CLASS ASSESSMENT SAMPLE 8



DIAGNOSTIC TREE

Leo: Hey, Maria! What are you going to do tomorrow evening?

Maria: Well... Nothing special. Why are you asking?

Leo: There's a new movie on at the Fun Cinema. Would you like to come with me?

Maria: Why not? Wait, is it *Titanic*? I'm looking forward to seeing it! Romance films are my favourites, you know.

Leo: Yeah... So, you're coming, aren't you?

Maria: Hold on a minute, please. I must ask my parents first.

(after a short time)

Okay Leo, my dad said I could go. I'm so excited. See you tomorrow at the school.

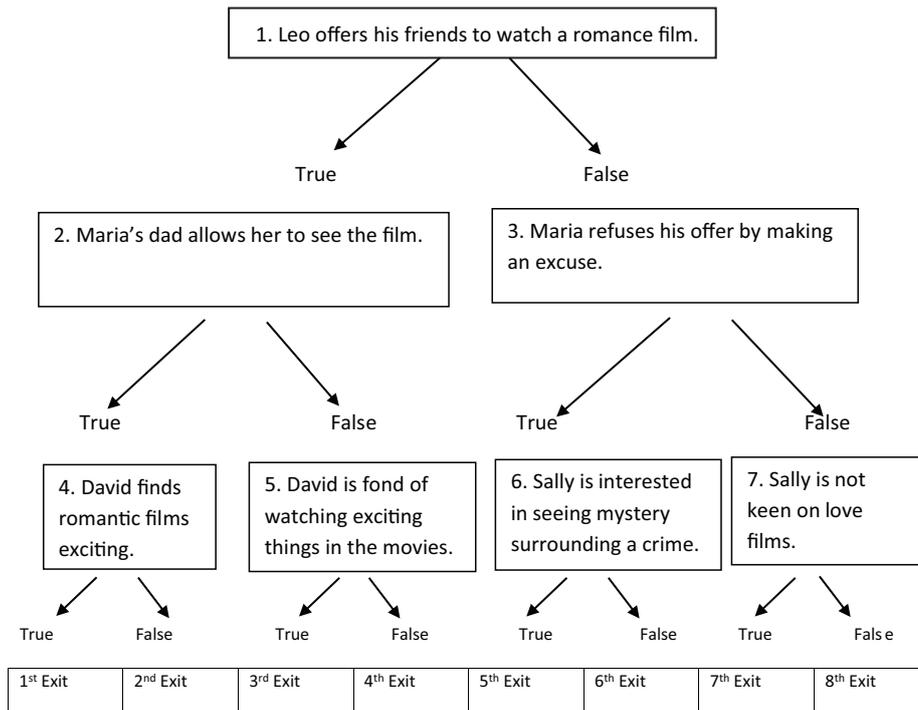
Leo: How about you, Sally? Do you want to see it with us?

Sally: Well, I don't prefer watching love films. I am into detective ones.

Leo: What about you, David?

David: I'd rather see action movies. In my opinion, they are exciting, but I think romances are dull.

Leo: Oh, I see. Okay. Bye for now.



II. BÖLÜM - ÖĞRENCİ SAYFASI

Bu görselin bulunduğu sayfalar ölçme aracının uygulanacağı öğrenci sayısı kadar çoğaltılarak öğrencilere verilecektir.

IN-CLASS ASSESSMENT SAMPLE 8



DIAGNOSTIC TREE

FREE TIME ACTIVITIES

Leo: Hey, Maria! What are you going to do tomorrow evening?

Maria: Well... Nothing special. Why are you asking?

Leo: There's a new movie on at the Fun Cinema. Would you like to come with me?

Maria: Why not? Wait, is it *Titanic*? I'm looking forward to seeing it! Romance films are my favourites, you know.

Leo: Yeah... So, you're coming, aren't you?

Maria: Hold on a minute, please. I must ask my parents first.

(after a short time)

Okay Leo, my dad said I could go. I'm so excited. See you tomorrow at the school.

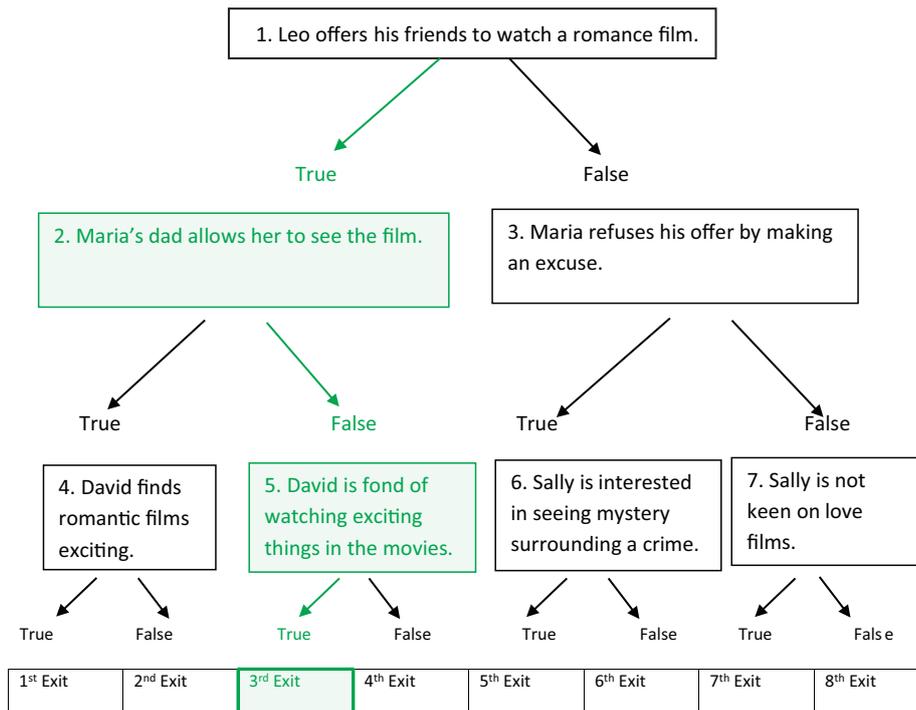
Leo: How about you, Sally? Do you want to see it with us?

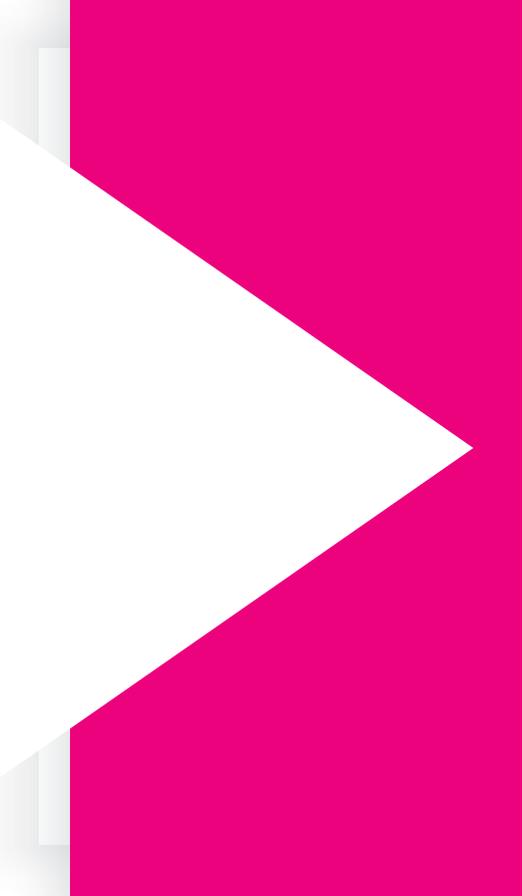
Sally: Well, I don't prefer watching love films. I am into detective ones.

Leo: What about you, David?

David: I'd rather see action movies. In my opinion, they are exciting, but I think romances are dull.

Leo: Oh, I see. Okay. Bye for now.





SINIF İÇİ DEĞERLENDİRME ÖRNEKLERİ

9.

SINIF

Seçilen Kazanımlar ve Geliştirilen Ölçme Araçları

KAZANIM	ÖLÇME ARACI
E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.	Performance Assessment
	Structured Grid
	Word Association Test
E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.	Performance Assessment
	Structured Grid
	Word Association Test
E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.	Performance Assessment
	Diagnostic Tree
	Word Association Test
E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.	Diagnostic Tree
	Word Association Test
E9.6.S3. Students will be able to use the most frequently used expressions to buy a flight / bus / train ticket.	Structured Grid
	Performance Assessment
	Word Association Test
E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.	Word Association Test
	Diagnostic Tree
	Fishbone Diagram
E9.8.S2. Students will be able to ask for and give advice about health problems.	Diagnostic Tree
	Word Association Test
	Structured Grid



SUBJECT	ENGLISH
GRADE	9
THEME	Studying Abroad
LEARNING OUTCOME	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	2 weeks
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are asked to make a map that shows the locations of important buildings in the city centre that they have visited at the weekends for two weeks and explain how to get to these buildings from their homes. Then students are expected to give the presentation in class.
ASSESSMENT	Rating Scale
FEEDBACK	Considering the results of the evaluation, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic of 'giving directions'.



PERFORMANCE ASSESSMENT

GIVING DIRECTIONS

Instruction:

In this task, you are expected to make a map showing the locations of important buildings that you will learn during your weekend trips to the city/town centre for two weeks, and share it with class.

Before starting the task, you should...

- prepare a work plan with the group of 2–4 people you will create.
- determine the places you will visit.
- take the weather conditions into account before visiting.
- list the materials that you can use.

When performing the task, you should...

- act as a group.
- take notes not to forget the places you have been. (You can also take photos if you want.)

At the end of your task, you should...

- share the map you have prepared with the class in the form of a presentation.
- submit your work to your teacher on time.



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Design of the map	The map looks great, and it is simple and understandable.	The map looks good, but it includes some inaccuracies that need to be corrected.	The map does not look good, but it includes a few accuracies.	The map is not clear or understandable.
Knowledge of concepts related to the subject	The presenter knows all concepts related to the subject.	The presenter knows almost all of the concepts related to the subject.	The presenter knows just a few concepts related to the subject.	The presenter does not know the concepts related to the subject.
Group Communication	There is a division of labour and cooperation within the group.	There is a division of labour but not cooperation within the group.	There is not enough cooperation between group members.	There is neither a division of labour nor cooperation within the group.
Presentation	The presenter uses a simple and clear language that is easy to understand.	The presenter uses a simple, but not clear language, or the presenter uses a clear, but not simple language.	The presenter does not use a language that is simple enough to be understood by most of the students.	The presenter uses a complex and incomprehensible language.
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 16, and the lowest score is 4.



SUBJECT	ENGLISH
GRADE	9
THEME	Studying Abroad
LEARNING OUTCOME	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to answer questions about 'directions' and what can be done in these places using the box numbers on the structured grid.
ASSESSMENT	<p>Answer Key</p> <p>I. 7-5-9 II. 2-5-4 III. 3-6-3-4 IV. 6-8-5-4 V. 6-8-9</p> <p>Sample Key: The correct answer for question I is 7-5-9.</p> <p>While assessing, the teacher should ask the following questions and make the evaluation accordingly.</p> <p>Question 1: Is number 7 before 5? If the answer is 'Yes', do these numbers come one after the other?</p> <p>Question 2: Is number 5 before 9? If the answer is 'Yes', do these numbers come one after the other?</p> <p>Let a student's answer for question 1 be: 9-7-5. If we evaluate the student's answer by asking the questions above: Question 1: Yes / Yes Question 2: No / -</p> <p>Since each 'Yes' answer to the questions above is evaluated with 1 point and each 'No' answer with 0 points, this student gets 2 points out of 4, which is the highest possible score.</p>
FEEDBACK	Students who choose the wrong boxes are recommended to revise 'asking for and giving directions'. If the boxes are chosen incorrectly by the majority of the class, it is recommended that the teacher re-teach the topic.



STRUCTURED GRID

GIVING DIRECTIONS

There is a map below showing the locations of some buildings in a town, and the arrows on the map show the locations of the doors in the buildings, which you must pay close attention to give directions.

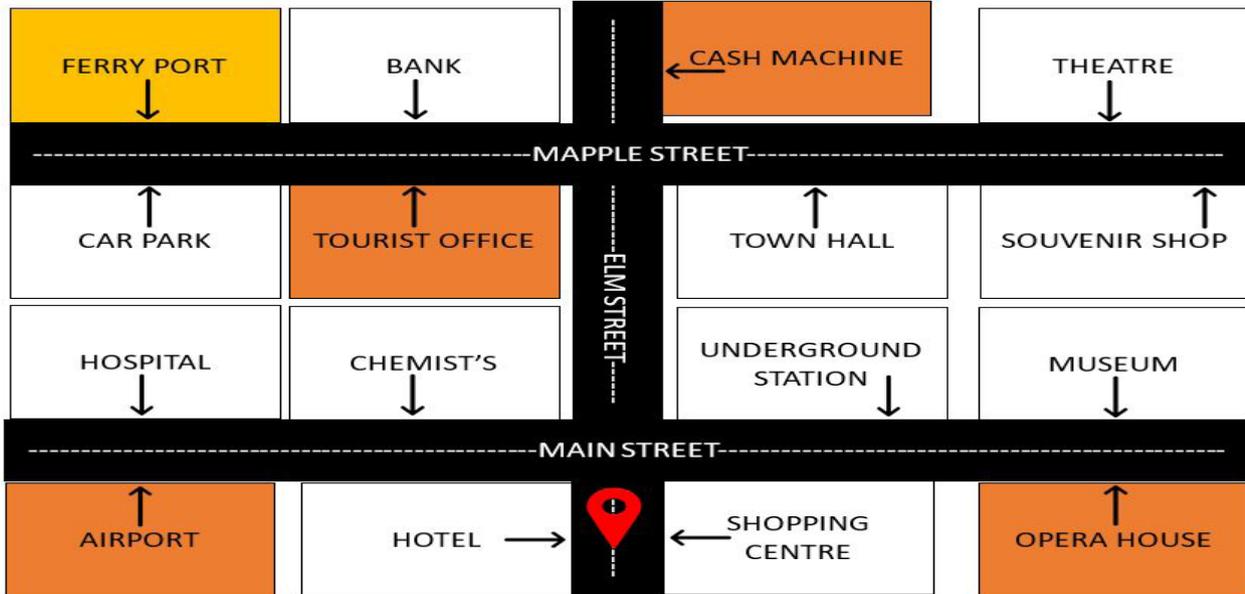
The boxes containing the answers to the questions about 'Directions' are given in the structured grid below, and the questions are given below the structured grid.

Remember that box 3 will be used with street names and box 5 with building names.

You are expected to answer the questions using the numbers in the boxes.

You can use the same box as an answer to more than one question.

When you answer all questions correctly, the highest score you can get is 24.



1. TAKE THE SECOND RIGHT	2. TURN RIGHT	3. CROSS THE ____ STREET
4. IT IS ON YOUR RIGHT	5. WALK PAST THE ____	6. GO ALONG THE ELM STREET
7. TURN LEFT	8. TAKE THE SECOND LEFT	9. IT IS ON YOUR LEFT

- I. Which of the box / boxes do you need to use to get to the airport?
- II. Which of the box / boxes do you need to use to get to the opera house?
- III. Which of the box / boxes do you need to use to get to the cash machine?
- IV. Which of the box / boxes do you need to use to get to the ferry port?
- V. Which of the box / boxes do you need to use to get to the tourist office?



SUBJECT	ENGLISH
GRADE	9
THEME	Studying Abroad
LEARNING OUTCOME	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write the words or phrases that come to mind about 'places in town' and to make meaningful sentences by using these words or phrases together with 'places in your town'.
ASSESSMENT	<p>Part 1: Each correct answer is 1 point. e.g. bakery</p> <p>Part 2: Each meaningful direction is 2 points. e.g. Go straight ahead. Turn left. Go past the supermarket. It's on your right.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot write enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>

**WORD ASSOCIATION TEST****PLACES IN YOUR TOWN****PART 1**

Write the words / phrases that come to your mind when you hear the phrase 'PLACES IN YOUR TOWN'.

You will get 1 point for each word.

PLACES IN YOUR TOWN _____
PLACES IN YOUR TOWN _____
PLACES IN YOUR TOWN _____
PLACES IN YOUR TOWN _____
PLACES IN YOUR TOWN _____

PART 2

Write sentences by giving directions about how to get to the places you have written in Part 1 from your home.

You will get 2 points for each direction.

1st Direction _____

2nd Direction _____

3rd Direction _____

4th Direction _____

5th Direction _____



Evaluate the students regarding the rating scale below.

RATING SCALE

	Fluency	Pronunciation and Intonation	Vocabulary	Grammar
5	Excellent	Excellent	Excellent	Excellent
4	Fine	Fine	Fine	Fine
3	Average	Average	Average	Average
2	Limited	Limited	Limited	Limited
1	Poor	Poor	Poor	Poor

IN-CLASS ASSESSMENT SAMPLE 4



SUBJECT	ENGLISH
GRADE	9
THEME	My Environment
LEARNING OUTCOME	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	<p>Students are expected to prepare a poster describing their kitchens, using the prepositions of place.</p> <p>Students are expected to share their posters with the class in the form of an oral presentation.</p>
ASSESSMENT	Poster assessment scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.

**PERFORMANCE ASSESSMENT****PREPARING A POSTER DESCRIBING YOUR KITCHEN****Instruction:**

You are expected to prepare a poster describing your kitchen, using the prepositions of place, and to share your posters with the class in the form of an oral presentation.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the poster you will prepare, you should...

- use the photos of your kitchen or draw a picture of it by yourself.
- use prepositions of place in your sentences.
- prepare it according to the content of the subject.

You have a maximum of 10 minutes to present your poster in class.



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Pronunciation and intonation				
Fluency and accuracy				
TOTAL SCORE				

The highest score that can be obtained from this assessment scale is 32 and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 5



SUBJECT	ENGLISH
GRADE	9
THEME	My Environment
LEARNING OUTCOME	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to answer questions about 'Places in Your Neighbourhood' and what can be done in these places using the box numbers on the structured grid.
ASSESSMENT	<p>Answer Key</p> <p>I. 1, 2, 5, and 9 II. 4 and 6 III. 3, 4, 7, and 8 IV. 3 and 8 V. 1 and 9</p> <p>Sample Key 1: Suppose that the student answers the first question correctly by choosing '1, 2, 5, and 9' for the question I by doing all of them correctly. In this case, C1= Number of correctly selected boxes, C2= Total number of correct boxes, C3= Number of incorrectly selected boxes, C4= Total number of incorrect boxes. So it is C1 = 4, C2 = 4, C3 = 0, and C4 = 5. The formula will be: $(C1:C2) - (C3:C4) = 4/4 - 0/5 = 1$. When the above formula is applied, it is seen that the result is 1. The result obtained by adding 1 to this value and multiplying by 5 shows the student's score. $(1+1).5 = 10$ points</p> <p>Sample Key 2: Suppose that the student answers '1, 3, 7, and 9' for the question I. In this case, C1 = 2, C2 = 4, C3 = 2, and C4 = 5. $(C1:C2) - (C3:C4) = 2/4 - 2/5 = 0.1$. When 1 is added to the found value and multiplied by 5, the result is 5.5, which shows the student's score.</p>
FEEDBACK	<p>Students who choose the wrong boxes are recommended to revise 'Places in the Neighbourhood'.</p> <p>If the boxes are chosen incorrectly by the majority of the class, it is recommended that the teacher re-teach the topic.</p>



STRUCTURED GRID

PLACES IN YOUR NEIGHBOURHOOD

The boxes containing the answers to the questions about 'Places in Your Neighbourhood' are given in the structured grid below, and the questions are given under the structured grid.

You are expected to answer the questions using the numbers in the boxes and making descriptions according to the following questions.

You can use the same box as an answer to more than one question. Then you will answer the open-ended questions with 2 sentences. Each open-ended question is 2 points, and each sentence is 1 point.

When you answer all questions correctly, the highest score you can get is 60.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 

IN-CLASS ASSESSMENT SAMPLE 5



1. In which of the box / boxes can you not speak loudly? Choose one and describe the reason why you cannot speak loudly there.

2. In which of the box / boxes do you buy your needs? Choose one and describe what you can buy there.

3. In which of the box / boxes do you enjoy your time with your friends? Choose one and describe what kind of activities you can do there.

4. In which of the box / boxes can you do outdoor activities? Choose one and describe what you can do there.

5. In which of the box / boxes do you buy tickets? Choose one and describe where you can watch actors on stage.



SUBJECT	ENGLISH
GRADE	9
THEME	My Environment
LEARNING OUTCOME	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	The students are expected to write the words or phrases that are associated with their own neighbourhood in their minds and to form meaningful sentences by using these phrases or words together with their neighbourhood.
ASSESSMENT	<p>Part 1: 1 point is given for each word or phrase written by the student in relation to the neighbourhood. e.g. shopping centre</p> <p>Part 2: 2 points are given for each meaningful sentence formed by the student. e.g. There is a big shopping centre in my neighbourhood.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot write enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>



WORD ASSOCIATION TEST

MY NEIGHBOURHOOD

PART 1

Write the words / phrases that come to your mind when you hear the phrase '**MY NEIGHBOURHOOD**'.

You will get 1 point for each word / phrase.

MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____
 MY NEIGHBOURHOOD _____

PART 2

Write a meaningful sentence with the word/phrase you have written in Part 1 by associating it with the phrase '**MY NEIGHBOURHOOD**'.

You will get 2 points for each meaningful sentence.

1st Sentence _____
 2nd Sentence _____
 3rd Sentence _____
 4th Sentence _____
 5th Sentence _____
 6th Sentence _____
 7th Sentence _____
 8th Sentence _____
 9th Sentence _____
 10th Sentence _____

IN-CLASS ASSESSMENT SAMPLE 7



SUBJECT	ENGLISH
GRADE	9
THEME	Movies
LEARNING OUTCOME	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	* Students are expected to prepare a poster by using some tips. * Students are expected to share their posters with the class in the form of an oral presentation.
ASSESSMENT	Poster assessment scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.



PERFORMANCE ASSESSMENT

PREPARING A POSTER DESCRIBING A MOVIE

Instruction:

You are expected to prepare a poster describing a movie, using 'the simple present tense' and to share your posters with the class in the form of an oral presentation. You will get 100 points if you follow the instructions below. You have one week to finish the project.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the poster, you should...

1. Start with the title of the movie.
2. Write the type of film and the year.
3. Explain the plot of the film briefly.
4. Do not tell the ending. Let other students guess the rest of the movie.
5. Say your opinion about the film.

You have a maximum of 10 minutes to present your poster in the class.



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Pronunciation and intonation				
Fluency and accuracy				
TOTAL SCORE				

The highest score that can be obtained from this assessment scale is 32 and the lowest score is 8.



SUBJECT	ENGLISH
GRADE	9
THEME	Movies
LEARNING OUTCOME	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to understand the dialogue well and decide if the sentences are True or False.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 3rd exit.</p> <p>Sample 1 A student who chooses 'True' for the first proposition (statement) gets 1 point. If s/he chooses 'False' for the second proposition, s/he gets one more point. Finally, if s/he chooses 'True' for the 5th proposition and reaches 3rd Exit gets the last point, and his/her score is 3.</p> <p>Sample 2 A student who chooses 'True' for the first proposition (statement) gets 1 point. If s/he chooses 'True' for the second proposition, s/he does not get any points. Finally, if s/he chooses 'True' for the 4th proposition and reaches the 1st Exit and does not get any points, his/her score is 1.</p>
FEEDBACK	Students who reach the wrong exits are recommended to review the topic 'preferences of hobbies'.



DIAGNOSTIC TREE
FREE TIME ACTIVITIES

Leo: Hey, Maria! What are you going to do tomorrow evening?

Maria: Well... Nothing special. Why are you asking?

Leo: There's a new movie on at the Fun Cinema. Would you like to come with me?

Maria: Why not? Wait, is it *Titanic*? I'm looking forward to seeing it! Romance films are my favourites, you know.

Leo: Yeah... So, you're coming, aren't you?

Maria: Hold on a minute, please. I must ask my parents first.

(after a short time)

Okay Leo, my dad said I could go. I'm so excited. See you tomorrow at the school.

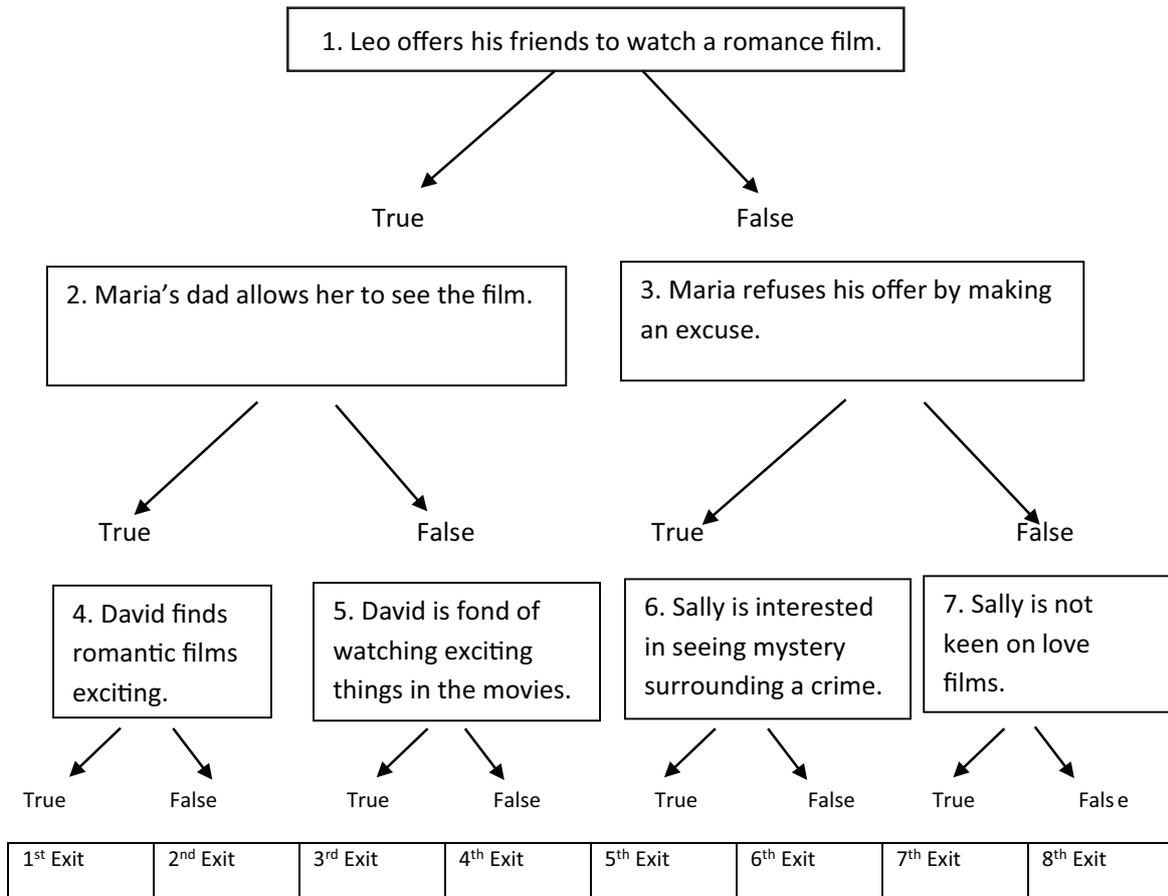
Leo: How about you, Sally! Do you want to see it with us?

Sally: Well, I don't prefer watching love films. I am into detective ones.

Leo: What about you, David?

David: I'd rather see action movies. In my opinion, they are exciting, but I think romances are dull.

Leo: Oh, I see. Okay. Bye for now.





FREE TIME ACTIVITIES

ANSWER KEY

Leo: Hey, Maria! What are you going to do tomorrow evening?

Maria: Well... Nothing special. Why are you asking?

Leo: There's a new movie on at the Fun Cinema. Would you like to come with me?

Maria: Why not? Wait, is it *Titanic*? I'm looking forward to seeing it! Romance films are my favourites, you know.

Leo: Yeah... So, you're coming, aren't you?

Maria: Hold on a minute, please. I must ask my parents first.

(after a short time)

Okay Leo, my dad said I could go. I'm so excited. See you tomorrow at the school.

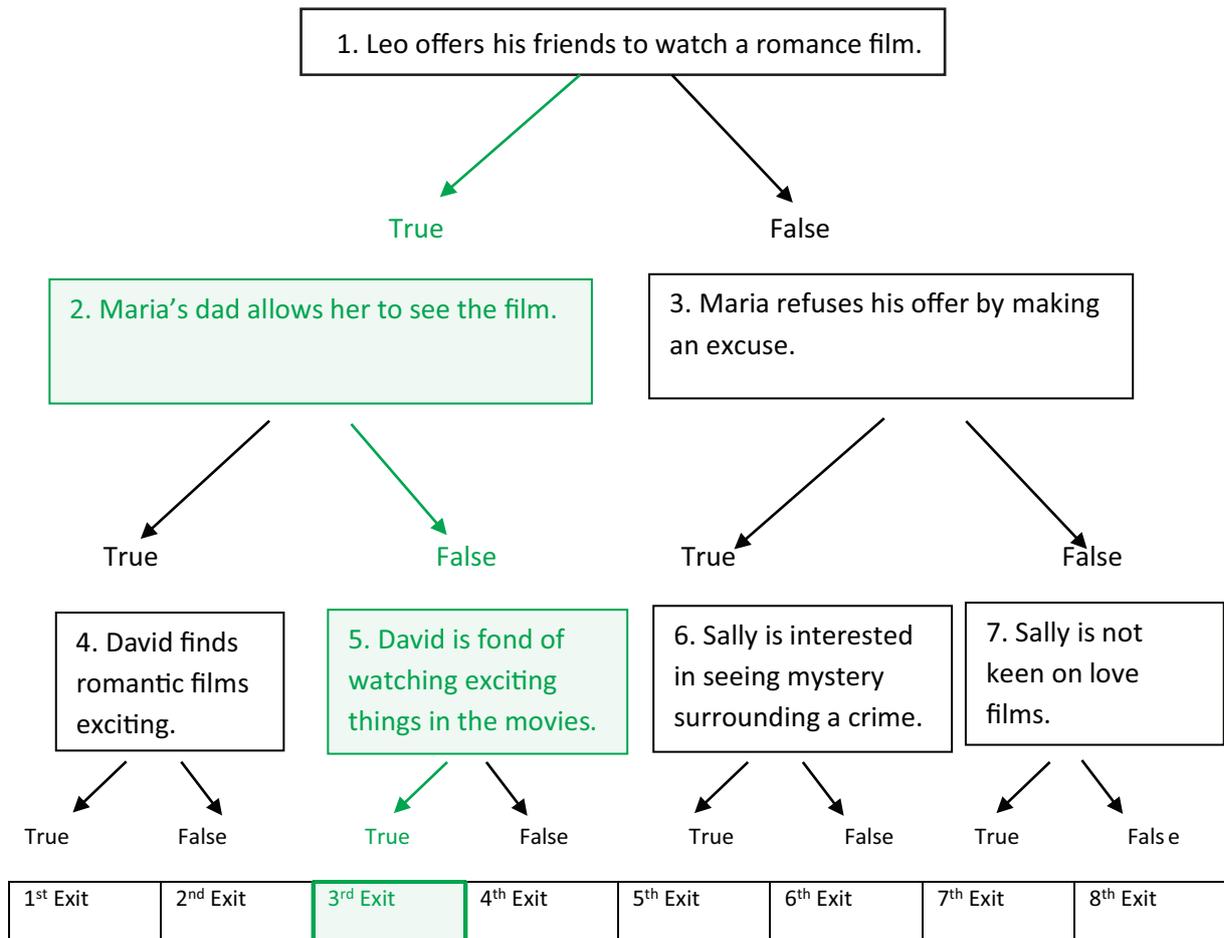
Leo: How about you, Sally! Do you want to see it with us?

Sally: Well, I don't prefer watching love films. I am into detective ones.

Leo: What about you, David?

David: I'd rather see action movies. In my opinion, they are exciting, but I think romances are dull.

Leo: Oh, I see. Okay. Bye for now.





SUBJECT	ENGLISH
GRADE	9
THEME	Movies
LEARNING OUTCOME	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to talk about the words or phrases that come to mind about free time activities and to make meaningful sentences by using these words or phrases together with the free time activity.
ASSESSMENT	<p>Part 1: Each correct answer is 1 point. e.g. reading</p> <p>Part 2: Each meaningful sentence is 2 points. e.g. I like reading books.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is suggested that students who cannot talk enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>



WORD ASSOCIATION TEST

FREE TIME ACTIVITIES

PART 1

Write and say the words / phrases that come to your mind when you hear the word '**FREE TIME ACTIVITIES**'.

You will get 1 point for each word.

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

FREE TIME ACTIVITIES _____

PART 2

Make meaningful sentences with each of the words / phrases you have written in Part 1 by associating them with the word '**FREE TIME ACTIVITIES**'.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

7th Sentence _____.

8th Sentence _____.

9th Sentence _____.

10th Sentence _____.



Evaluate the students regarding the rating scale below.

RATING SCALE

	Fluency	Pronunciation and Intonation	Vocabulary	Grammar
5	Excellent	Excellent	Excellent	Excellent
4	Fine	Fine	Fine	Fine
3	Average	Average	Average	Average
2	Limited	Limited	Limited	Limited
1	Poor	Poor	Poor	Poor



SUBJECT	ENGLISH
GRADE	9
THEME	Human in Nature
LEARNING OUTCOME	E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given statements regarding 'Camping' and share the paragraph they compose in the class.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exit. In order to get 4 full points, the students must reach the 13th Exit.</p> <p>Sample 1</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'F' for the 1st proposition (statement), they make the right choice and reach the 3rd proposition (statement). When they choose 'F' for the 3rd proposition (statement), students make the right choice and reach the 7th proposition (statement). When they choose 'T' for the 7th proposition (statement), they make the right choice and reach the 13th proposition (statement). When they choose 'T' for the 13th proposition (statement), they make the right choice and reach the 13th Exit, which is the correct answer. In this case, the students make 4 correct choices and get 4 points.</p> <p>Sample 2</p> <p>The students can still get points if they choose the wrong propositions (statements).</p> <p>When the students choose 'T' for the 1st proposition (statement), they make the wrong choice and reach the 2nd proposition (statement). When they choose 'F' for the 2nd proposition (statement), students make the wrong choice and reach the 5th proposition (statement). When they choose 'F' for the 5th proposition (statement), they make the wrong choice and reach the 10th proposition (statement). When they choose 'F' for the 10th proposition (statement), they make the wrong choice and reach the 8th Exit, which is the wrong answer. In this case, the students make 4 wrong choices and get 0 points.</p>
FEEDBACK	Students who reach the wrong exit are recommended to search for information about 'camping'. They need to learn the daily routine and the frequency of those activities for campers.

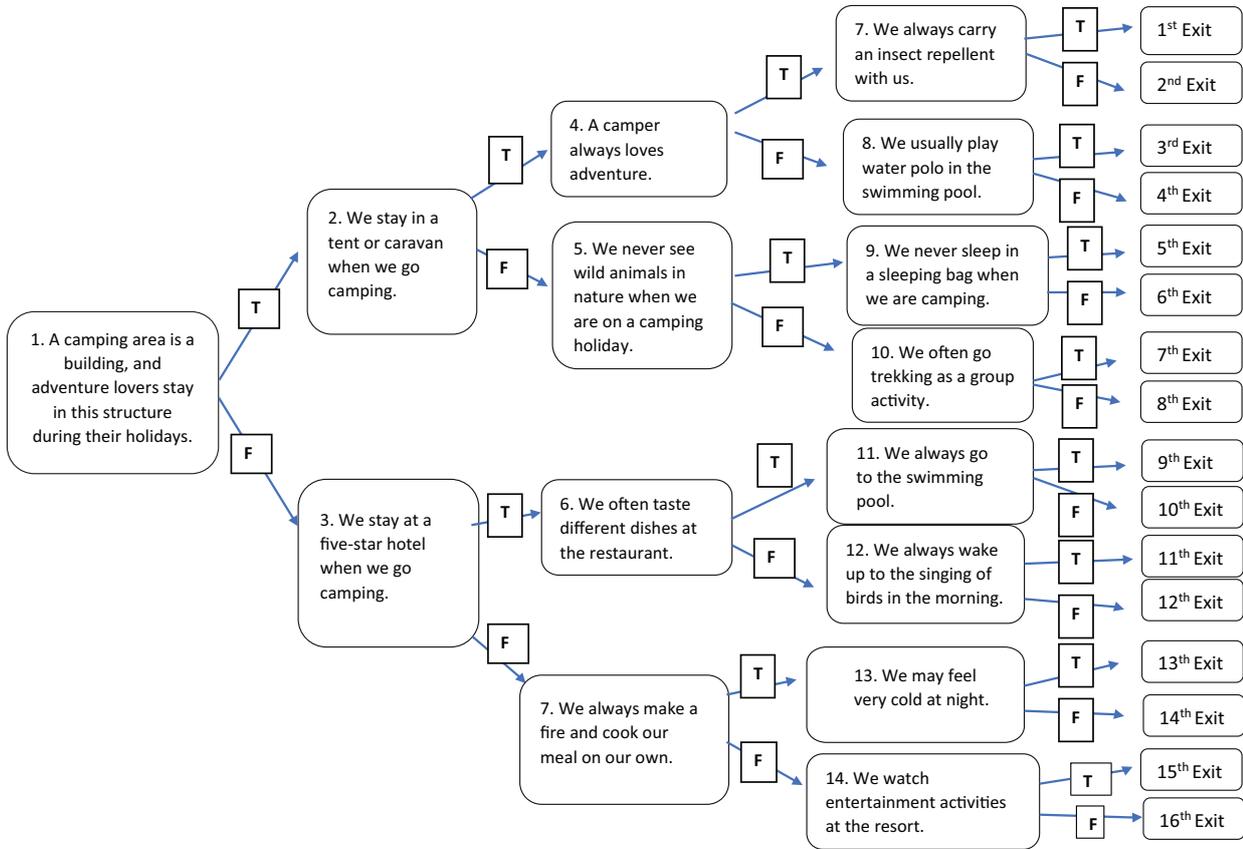


DIAGNOSTIC TREE

Below is a diagnostic tree containing True (T) / False (F) statements about 'Camping'. If you think the given statement is true, you should choose the option 'T'; if you think it is false, you should choose the option 'F'. You will be able to reach one of sixteen different exits by choosing True (T) / False (F) starting from statement 1. Then share it in the class.

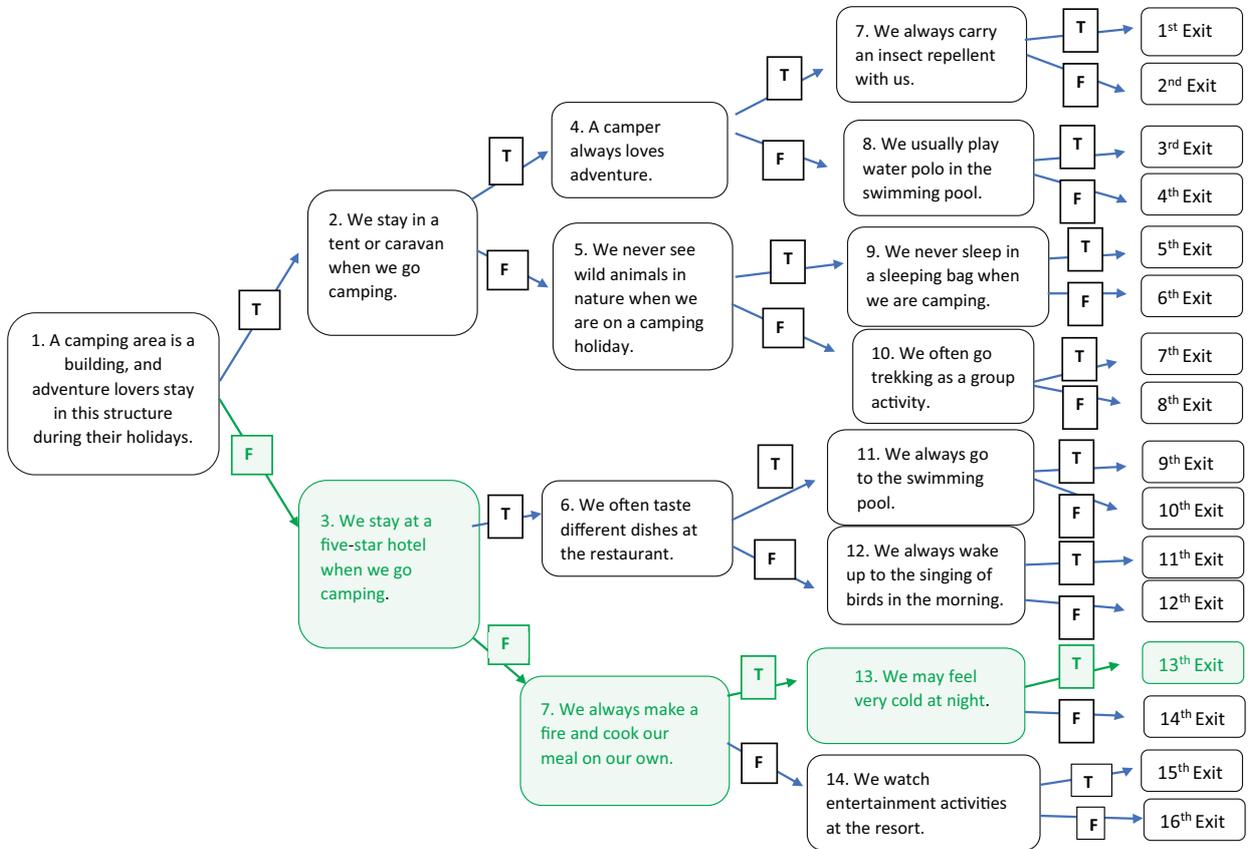
You will get 1 point for each appropriate choice (either T or F) until reaching the exit.

The highest score you can get is 4.





ANSWER KEY





SUBJECT	ENGLISH
GRADE	9
THEME	Human in Nature
LEARNING OUTCOME	E9.4.S2. Students will be able to talk about their daily activities and the frequency of those activities.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember and use the words / phrases that they are supposed to know about activities in nature.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about activities in nature. e.g. jogging</p> <p>Part 2 Students will get 2 points for each meaningful sentence about activities in nature and correctly using the adverb of frequency. e.g. Morning jogging is always an excellent way to boost your brain.</p>
FEEDBACK	<p>If this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can get the answers from other students who can complete the activity correctly and have the students who do not remember enough words recall the words / phrases about activities in nature.</p>



WORD ASSOCIATION TEST
HUMAN IN NATURE

PART 1

Say / Write the words / phrases that come to your mind when you hear '**ACTIVITIES IN NATURE**'.

You will get 1 point for each word / phrase.

ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____
 ACTIVITIES IN NATURE _____

PART 2

Make meaningful sentences with the words / phrases you say / write in Part 1 by adding an adverb of frequency and associating them with the words / phrases '**ACTIVITIES IN NATURE**'. Share them in the class.

You will get 2 points for each meaningful sentence.

1st Sentence _____
 2nd Sentence _____
 3rd Sentence _____
 4th Sentence _____
 5th Sentence _____
 6th Sentence _____
 7th Sentence _____
 8th Sentence _____
 9th Sentence _____
 10th Sentence _____



Evaluate the students regarding the rating scale below.

RATING SCALE

	Fluency	Pronunciation and Intonation	Vocabulary	Grammar
5	Excellent	Excellent	Excellent	Excellent
4	Fine	Fine	Fine	Fine
3	Average	Average	Average	Average
2	Limited	Limited	Limited	Limited
1	Poor	Poor	Poor	Poor



SUBJECT	ENGLISH
GRADE	9
THEME	Bridging Cultures
LEARNING OUTCOME	E9.6.L1. Students will be able to detect specific information in public announcements at the airport / train station, etc.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to read and understand the announcements at an airport and answer the questions about them correctly by focusing on the specific information in them.
ASSESSMENT	<p>Answer Key I. 2, 3, 5, 8, 9 II. 1, 4, 6 III. 1, 8 IV. 8, 9 V. 5, 7</p> <p>Sample Key 1: Suppose that the student answers the first question correctly by choosing '2, 3, 5, 8 and 9' for the first question by doing all of them correctly. In this case, C1= Number of correctly selected boxes, C2= Total number of correct boxes, C3= Number of incorrectly selected boxes, C4= Total number of incorrect boxes so, it is $C1 = 5, C2 = 5, C3 = 0, \text{ and } C4 = 4.$ The formula will be: $(C1:C2) - (C3:C4) = 5/5 - 0/4 = 1.$ When the above formula is applied, it is seen that the result is 1. The result obtained by adding 1 to this value and multiplying by 5 shows the student's score. $(1+1) \cdot 5 = 10$ points</p> <p>Sample Key 2: Suppose that the student answers '2, 3, 5, 1 and 4' for the first question. In this case, $C1 = 3, C2 = 5, C3 = 2, \text{ and } C4 = 4.$ $(C1:C2) - (C3:C4) = 3/5 - 2/4 = 0.1.$ When 1 is added to the found value and multiplied by 5, the result is 5.5, which shows the student's score.</p>
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot do well enough are recommended to listen and read more sample announcements and do related activities. They are also recommended to learn more about the expressions used at the airport.



STRUCTURED GRID

The boxes containing the announcements at an airport are given in the structured grid below, and the questions are given under the structured grid.

You are expected to answer the questions using the numbers in the boxes.

You can use the same box as an answer to more than one question.

When you answer all questions correctly, the highest score you can get is 50.

The activity starts with each announcement's being read by each different student in the class.

<p>1 Good morning, ladies and gentlemen. Flight TR4080 to Paris has been delayed because of heavy rain. Your new departure gate will be announced soon.</p>	<p>2 Flight GWR4040 to Moscow is boarding now. All passengers, please proceed to Gate T06.</p>	<p>3 This is the final call for the passengers of flight KLM1823 to Amsterdam. Please go to your new gate. It is H14. The doors are closing in 15 minutes. I repeat. This is the final call.</p>
<p>4 Flight PLG3580 has been cancelled. Please get to check-in desks to learn about the details.</p>	<p>5 Attention passengers of RTX5420! The plane is about to take off. Please proceed to Gate B21.</p>	<p>6 This is the announcement for the passengers of flight TK2130. Your flight at 9.00 is delayed because of an accident on the ground. Your new departure time is 11.00. Your departure gate is the same.</p>
<p>7 Boarding for passengers of flight RTX5420 to Berlin is starting in a few minutes. Please proceed to your departure gate as soon as possible.</p>	<p>8 Dear passengers of Turkish Airlines TK2023 to London. Your new departure gate is D18. Elderly and disabled people will be the first to get on the plane.</p>	<p>9 This is the pre-boarding announcement for the flight DD9568 to Munich. The boarding time for people with babies, small children, and people with health problems is 12.35. Please proceed to Gate A12.</p>

Read the announcements and write the correct number for each question. You can use each number more than once.

- I. Which of the box / boxes do you see departure gate number?
- II. Which of the box / boxes is/are for the delayed or cancelled flights?
- III. Which of the box / boxes is/are warning for departure gate change?
- IV. Which of the box / boxes do the disabled board on the plane first?
- V. Which of the box / boxes is/are for the same flights?



SUBJECT	ENGLISH
GRADE	9
THEME	Bridging Cultures
LEARNING OUTCOME	E9.6.S3. Students will be able to use the most frequently used expressions to buy a flight / bus / train ticket.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	30 minutes
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about airport while travelling.
ASSESSMENT	Rating Scale
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot speak well enough according to the information in the boarding pass and cannot ask and answer the questions as expected are advised to study the given questions more.



PERFORMANCE ASSESSMENT

ASKING AND ANSWERING ABOUT TRAVEL PLANS

Instruction:

You are expected to work in pairs and ask as a travel agent and answer as a passenger the following questions and some other questions about travelling with your pair.

Before you start:

Examine the questions below and think about the possible answers.

1. Where would you like to go?
2. When do you want to go?
3. What time do you want to go?
4. Do you prefer an aisle seat or a window seat?
5. Have a look at the seat numbers. Do you prefer any seat number?
6. What type of flight do you prefer? Economy or business?

During the activity:

While you are asking and answering questions, you and your pair are expected to fill in the boarding pass according to the information you get from your pair.

You have 40 minutes to plan, talk, and complete the activity.

BOARDING PASS		Air Company		BOARDING PASS		Air Company	
ECONOMY				ECONOMY			
NAME OF PASSANGER	FLIGHT	DATE	SEAT	NAME OF PASSANGER	FLIGHT	DATE	SEAT
<input type="text"/>	OKL018	<input type="text"/>	<input type="text"/>	DOE / JOHN	OKL018	12 NOV 2015	<input type="text"/>
FROM:				FROM: MOSCOW	/ DME		
TO:				TO: LARNAKA	/ LCA		
GATE	BOARDING TIME			GATE	BOARDING TIME		
47	<input type="text"/>			47	11:30		
ETKT 5552115239450				ETKT 5552115239450			SEAT 24A
GATE CLOSSES 40 MINUTES BEFORE DEPARTURE				HAVE A NICE TRIP!			



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the dialogue				
Using the material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score that can be obtained from this assessment scale is 24, and the lowest score is 6.



SUBJECT	ENGLISH
GRADE	9
THEME	Bridging Cultures
LEARNING OUTCOME	E9.6.S3. Students will be able to use the most frequently used expressions to buy a flight / bus / train ticket.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about airport while travelling.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about airport. e.g. check-in desk</p> <p>Part 2</p> <p>Students will get 2 points for each meaningful sentence about airport. e.g. Now, we are at the check-in desk to get our boarding passes.</p>
FEEDBACK	<p>When this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can get the answers from other students who can complete the activity correctly and have the students who do not remember enough words recall the words / phrases about airport.</p>



WORD ASSOCIATION TEST

AIRPORT

PART 1

Write the words / phrases that come to your mind when you hear the word 'AIRPORT'.

You will get 1 point for each word / phrase.

AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____
 AIRPORT _____

PART 2

Make a meaningful sentence with the word / phrase you have written in Part 1 by associating it with the word 'AIRPORT'.

You will get 2 points for each meaningful sentence.

1st Sentence _____
 2nd Sentence _____
 3rd Sentence _____
 4th Sentence _____
 5th Sentence _____
 6th Sentence _____
 7th Sentence _____
 8th Sentence _____
 9th Sentence _____
 10th Sentence _____



SUBJECT	ENGLISH
GRADE	9
THEME	World Heritage
LEARNING OUTCOME	E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test*
WHAT IS EXPECTED FROM STUDENTS	The students are expected to write down the words / phrases that come to mind when they think about the phrase 'world heritage' and use these words / phrases in a sentence by associating them with the phrase 'world heritage'.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about the phrase 'world heritage'. e.g. ancient</p> <p>Part 2</p> <p>Students will get 2 points for each meaningful sentence about the phrase 'world heritage'. e.g. Last summer, I visited the ancient city of Ephesus with my parents.</p>
FEEDBACK	This assessment tool is used to find out how ready students are for a subject before teaching it. If the students have difficulty in carrying out the task, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.

* Since this assessment tool is designed to be implemented to activate students' background knowledge, it is recommended to be used as a pre-reading activity.



WORD ASSOCIATION TEST

WORLD HERITAGE

PART 1

Write the words / phrases that come to your mind when you hear the phrase **'WORLD HERITAGE'**.
You will get 1 point for each word / phrase.

WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____
 WORLD HERITAGE _____

PART 2

Write a meaningful sentence with the word / phrase you have written in Part 1 by associating it with the phrase **'WORLD HERITAGE'**.

You will get 2 points for each meaningful sentence.

1st Sentence _____
 2nd Sentence _____
 3rd Sentence _____
 4th Sentence _____
 5th Sentence _____
 6th Sentence _____
 7th Sentence _____
 8th Sentence _____
 9th Sentence _____
 10th Sentence _____



SUBJECT	ENGLISH
GRADE	9
THEME	World Heritage
LEARNING OUTCOME	E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions (statement) regarding the text, <i>The Ancient City of Troy</i> .
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching an exit. In order to get 3 full points, the students must reach the 7th Exit.</p> <p>Sample 1</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'F' for the 1st proposition (statement), they make the right choice and reach the 3rd proposition (statement). When they choose 'F' for the 3rd proposition (statement), students make the right choice and reach the 7th proposition (statement). When they choose 'T' for the 7th proposition (statement), they make the right choice and reach the 7th Exit, which is the correct answer. In this case, the students make 3 correct choices and get 3 points.</p> <p>Sample 2</p> <p>The students who choose exits other than the 7th Exit make the wrong choices. For example, when a student chooses 'T' for the first proposition (statement), s/he makes the wrong choice and reaches the 2nd proposition (statement). When s/he chooses 'F' for the 2nd proposition (statement), s/he makes the correct choice and reaches the 5th proposition (statement). When s/he chooses 'T' for the 5th proposition (statement), s/he makes the correct choice but reaches the 3rd Exit, which is the wrong answer. In this case, the student makes 2 correct choices and 1 wrong choice and gets 2 points.</p>
FEEDBACK	<p>If a student reaches a wrong exit, it is recommended that they read the text, <i>The Ancient City of Troy</i>, again.</p> <p>If the majority of the class reaches the wrong exits, it is recommended that the teacher guide the students towards a deeper analysis of the text.</p>



The Ancient City of Troy



Troy is one of the most famous ancient cities in the world. It is in northwestern Anatolia, Türkiye, and it has a 4,000-year history. Troy is located in an unusual geography where Anatolia, the Aegean, and the Balkans meet. As a coastal city, it had a strategic location because it was on the sea trade route from the Aegean Sea to the Black Sea. The earliest settlement in Troy was in the early Bronze Age. Later, different civilisations inhabited the city. The Byzantines ruled Troy between the 12th and 13th centuries.

German archaeologist Heinrich Schliemann excavated it for the first time in 1871. After 50 years, another German archaeologist, Manfred Korfmann, excavated this amazing ancient city with an international team. Until 2005, the team continued their excavations. In 1996, the Turkish government declared Troy and the area around it a 'National Historical Park' because of their mythological, historical, and archaeological importance. In 1998, they were added to the UNESCO Cultural Heritage List. To celebrate Troy's 20th year on the UNESCO World Cultural Heritage List, the Ministry of Culture and Tourism declared 2018 'The Year of Troy'.



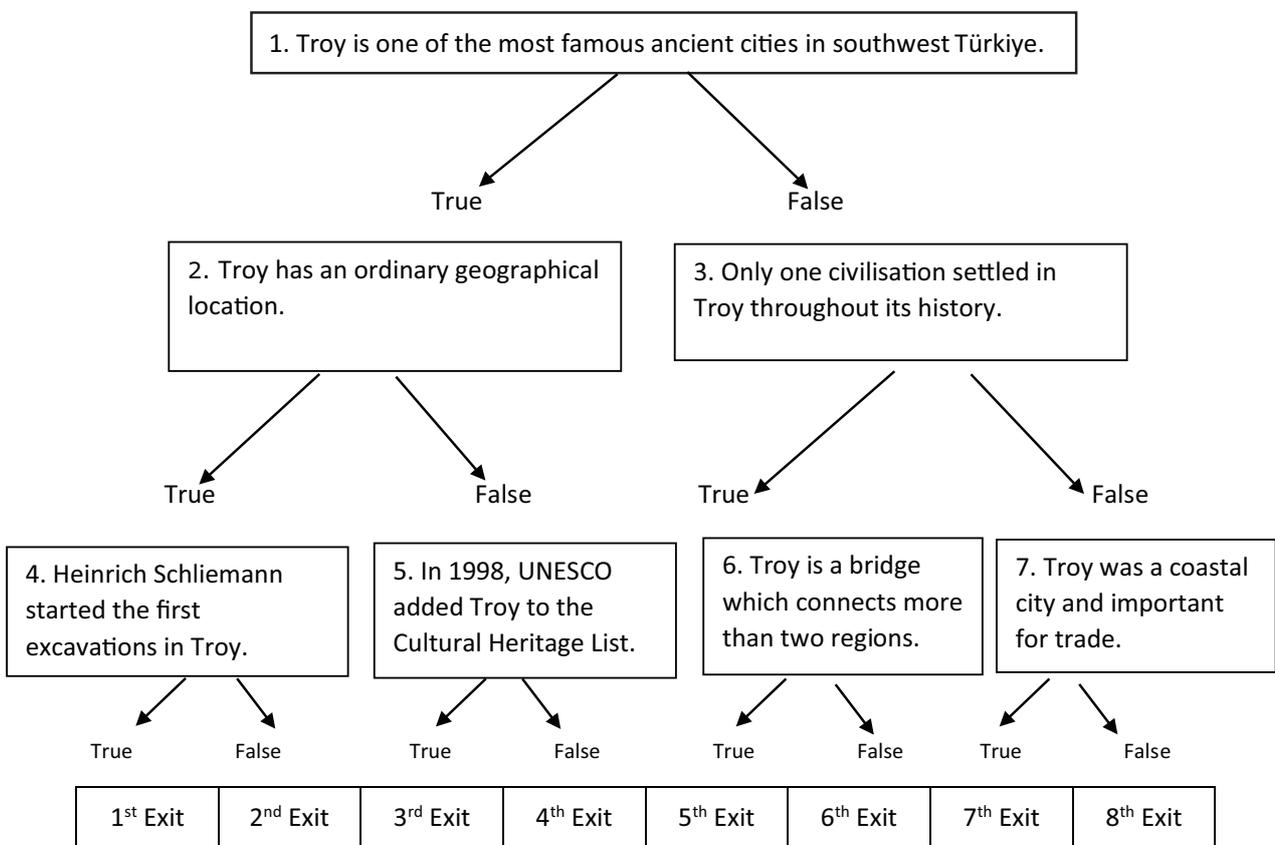


DIAGNOSTIC TREE

THE ANCIENT CITY OF TROY

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about the text, *The Ancient City of Troy*. If you think the given proposition (statement) is true, you should choose the option 'T'; if you think it is false, you should choose the option 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the proposition (statement).

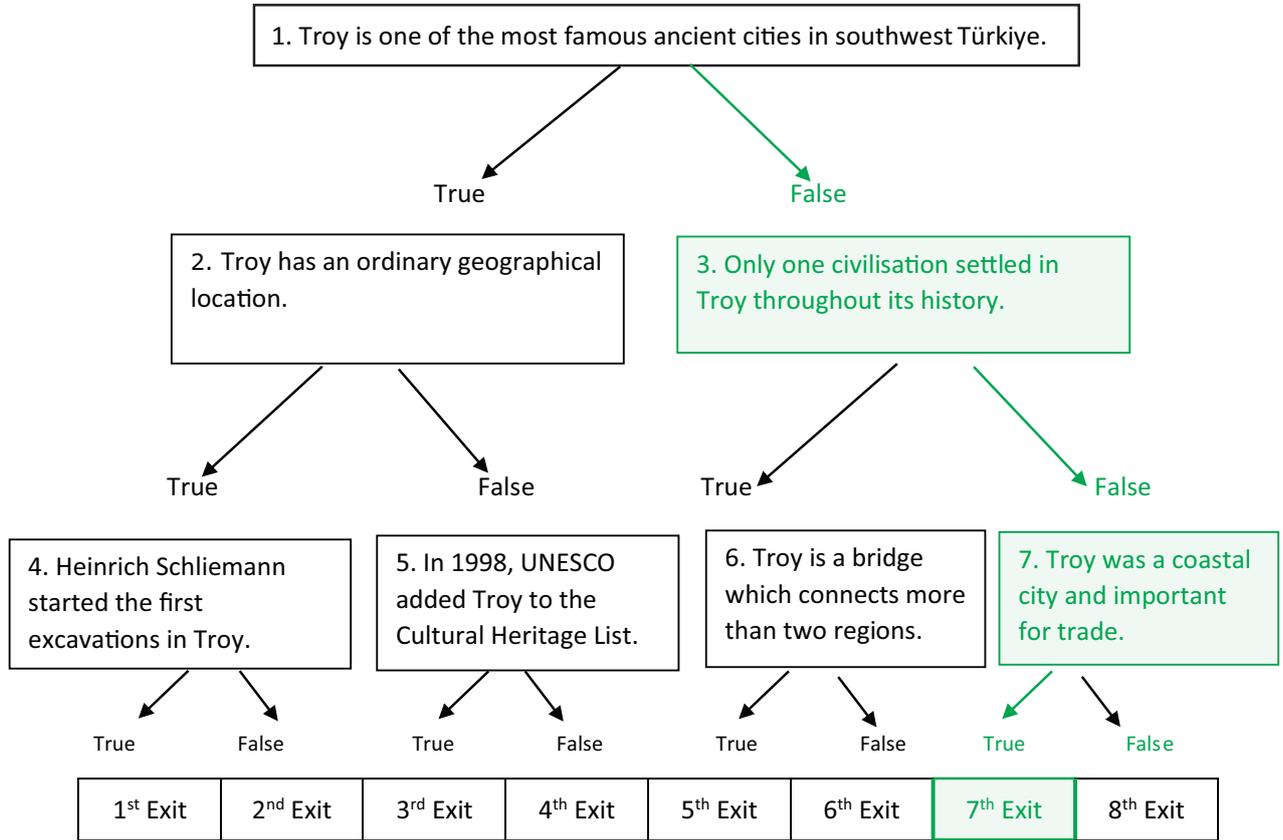
You will get 1 point for each correct choice until reaching one of the exits. The highest score you can get is 3.





ANSWER KEY

THE ANCIENT CITY OF TROY





SUBJECT	ENGLISH
GRADE	9
THEME	World Heritage
LEARNING OUTCOME	E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Fishbone Diagram
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write what happened on the dates given in the diagram.
ASSESSMENT	Students will get 1 point for each correct statement. In order to get 5 full points, the students must write 5 correct statements.
FEEDBACK	Students who give wrong answers are recommended to read the text, <i>The Ancient City of Troy</i> , again. If the majority of the class gives wrong answers, it is recommended that the teacher guide the students towards a deeper analysis of the text.



The Ancient City of Troy



Troy is one of the most famous ancient cities in the world. It is in northwestern Anatolia, Türkiye, and it has a 4,000-year history. Troy is located in an unusual geography where Anatolia, the Aegean, and the Balkans meet. As a coastal city, it had a strategic location because it was on the sea trade route from the Aegean Sea to the Black Sea. The earliest settlement in Troy was in the early Bronze Age. Later, different civilisations inhabited the city. The Byzantines ruled Troy between the 12th and 13th centuries.

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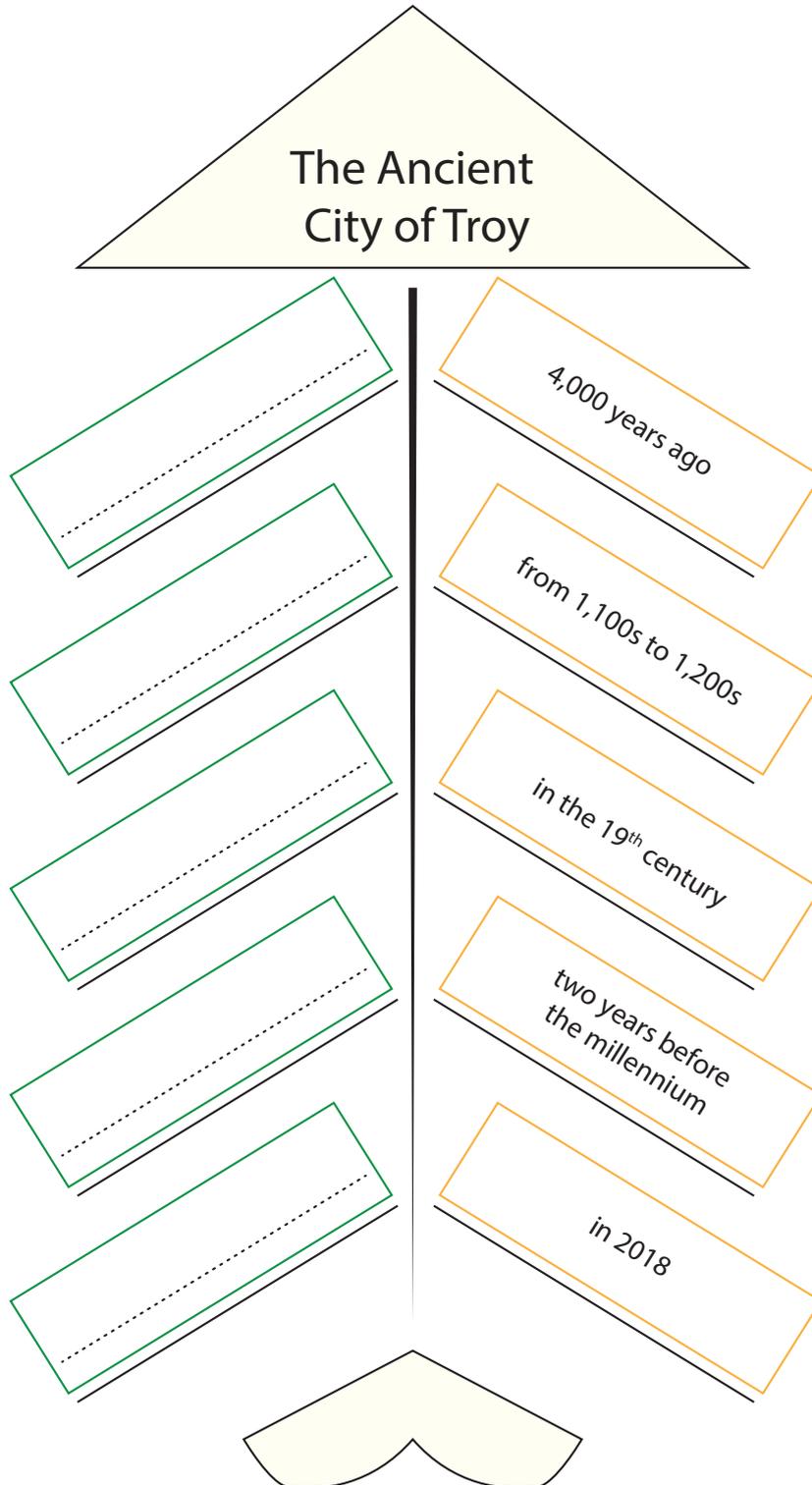




FISHBONE DIAGRAM

THE ANCIENT CITY OF TROY

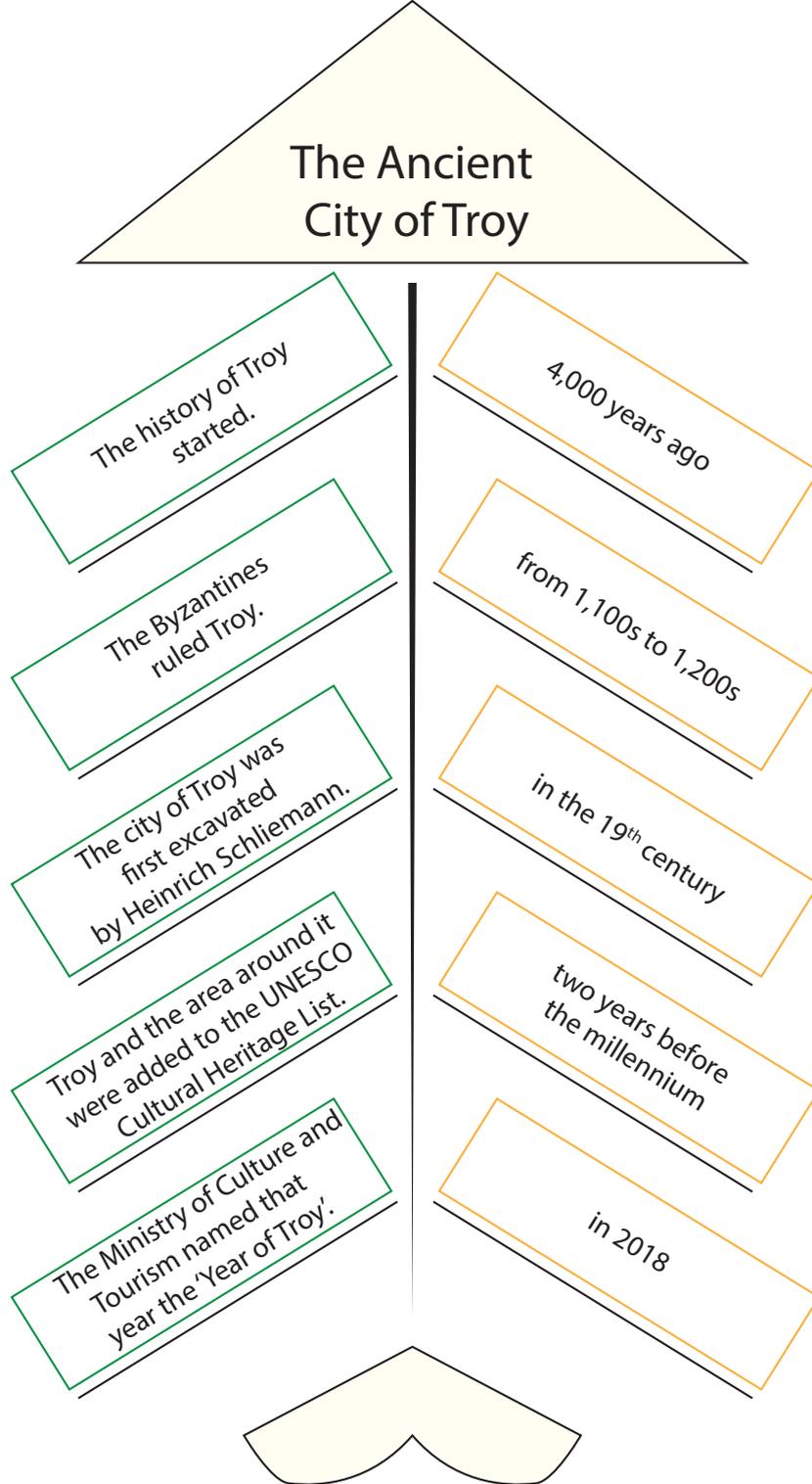
Below is a fishbone diagram. On the upper side of it, there are some important dates mentioned in the text, *The Ancient City of Troy*. You are expected to write what happened on the dates given in the diagram. You will get 1 point for each correct answer, and the highest score you can get is 5.





ANSWER KEY

THE ANCIENT CITY OF TROY





SUBJECT	ENGLISH
GRADE	9
THEME	Emergency and Health Problems
LEARNING OUTCOME	E9.8.S2. Students will be able to ask for and give advice about health problems.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions regarding 'health problems'.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 2nd exit.</p> <p>Sample 1 The students must follow these steps in order to reach the correct exit: When the students choose 'T' for the 1st proposition (statement), they make the right choice and reach the 2nd proposition (statement). When they choose 'T' for the 2nd proposition (statement), students make the right choice and reach the 4th proposition (statement). When they choose 'F' for the 4th proposition (statement), they make the right choice and reach the 2nd Exit, which is the correct answer. In this case, the students make 3 correct choices and get 3 points.</p> <p>Sample 2 The students who choose exits other than the 2nd exit make the wrong choices. For example, when a student chooses 'F' for the 1st proposition (statement), s/he makes the wrong choice and reaches the 3rd proposition (statement). When s/he chooses 'F' for the 3rd proposition (statement), s/he makes the correct choice and reaches the 7th proposition (statement). When s/he chooses 'F' for the 7th proposition (statement), s/he makes the correct choice but reaches the 8th Exit, which is the wrong answer. In this case, the student makes 2 correct choices and 1 wrong choice and gets 2 points.</p>
FEEDBACK	<p>Students who reach the wrong exits are recommended to review the topic of 'health problems'.</p> <p>Considering the achievements of the majority of the class, it is recommended that studies should be carried out to eliminate incomplete or incorrect learning and misconceptions that occur throughout the class.</p>



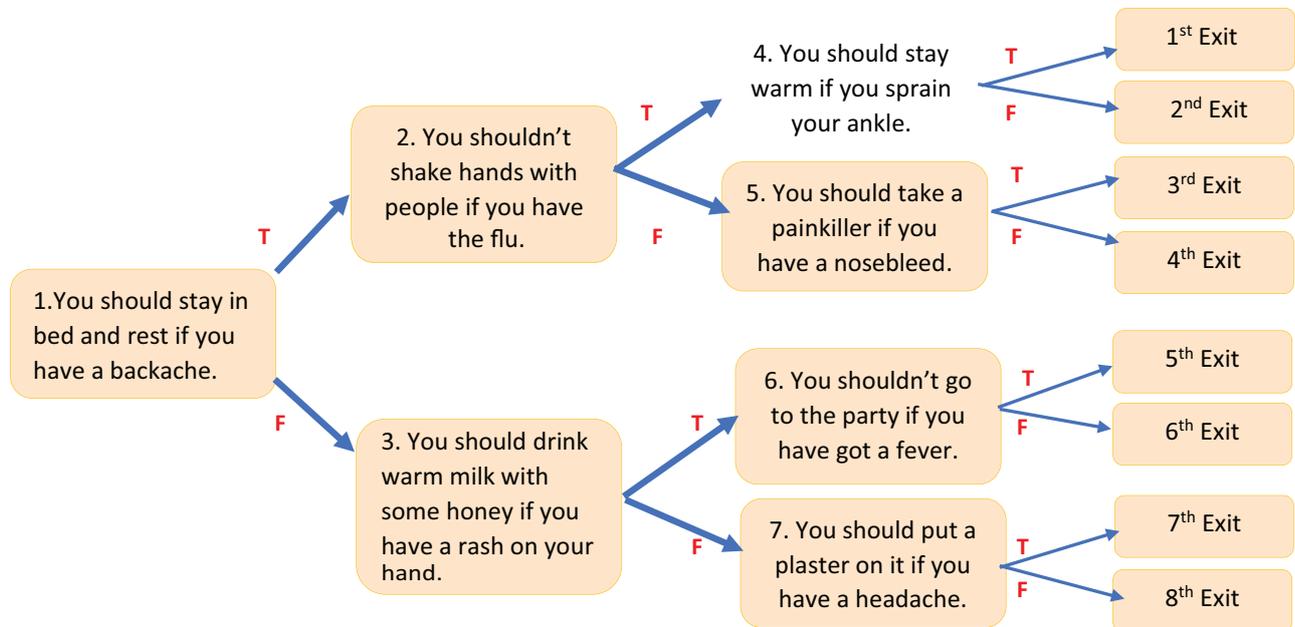
DIAGNOSTIC TREE

HEALTH PROBLEMS

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about health problems. If you think the given proposition (statement) is true, you should choose the option 'T', if you think it is false, you should choose the option 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the proposition (statement).

You will get 1 point for each correct choice until reaching the final exit. The highest score you can get is 3 points.

Consider the necessity of the advice given for the health problem while determining your choices.





ANSWER KEY

HEALTH PROBLEMS





SUBJECT	ENGLISH
GRADE	9
THEME	Emergency and Health Problems
LEARNING OUTCOME	E9.8.S2. Students will be able to ask for and give advice about health problems.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about health problems.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about 'health problems'. e.g. toothache</p> <p>Part 2 Students will get 2 points for each meaningful sentence about 'health problems'. e.g. If you have a toothache, you should go to the dentist.</p>
FEEDBACK	<p>When this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can get the answers from other students who can complete the activity correctly and have the students who do not remember enough words recall the words / phrases about health problems.</p>



WORD ASSOCIATION TEST

HEALTH PROBLEMS

PART 1

Write and say the words / phrases that come to your mind when you hear the word **'HEALTH PROBLEMS'**.

You will get 1 point for each word / phrase.

HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____
HEALTH PROBLEMS _____

PART 2

Make a meaningful sentence with the word / phrase you have written in Part 1 by associating it with the word **'HEALTH PROBLEMS'**.

While writing your sentences, consider about giving and asking for advice.

You will get 2 points for each meaningful sentence.

1st Sentence _____
2nd Sentence _____
3rd Sentence _____
4th Sentence _____
5th Sentence _____
6th Sentence _____
7th Sentence _____
8th Sentence _____
9th Sentence _____
10th Sentence _____



Evaluate the students regarding the rating scale below.

RATING SCALE

	Fluency	Pronunciation and Intonation	Vocabulary	Grammar
5	Excellent	Excellent	Excellent	Excellent
4	Fine	Fine	Fine	Fine
3	Average	Average	Average	Average
2	Limited	Limited	Limited	Limited
1	Poor	Poor	Poor	Poor



SUBJECT	ENGLISH
GRADE	9
THEME	Emergency and Health Problems
LEARNING OUTCOME	E9.8.S2. Students will be able to ask for and give advice about health problems.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to answer questions about 'Health Problems' using the box numbers on the structured grid.
ASSESSMENT	<p>Answers</p> <p>I. 3, 4, 6, and 9. II. 1 and 8 III. 2 IV. 3, 6, and 9. V. 5 and 7</p> <p>Sample Key 1: Suppose that the student answers the first question correctly by choosing '3, 4, 6, and 9' for the first question by doing all of them correctly. C1= Number of correctly chosen boxes, C2= Total number of correct boxes, C3= Number of incorrectly chosen boxes, C4= Total number of incorrect boxes so, it is; C1 = 4, C2 = 4, C3 = 0, and C4 = 5. The formula will be: $(C1:C2) - (C3:C4) = 4/4 - 0/5 = 1$. When the above formula is applied, it is seen that the result is 1. The result obtained by adding 1 to this value and multiplying by 5 shows the student's score. $(1+1).5 = 10$ points</p> <p>Sample Key 2: Suppose that the student answers '1, 3, 7, and 9' for the first question. In this case, C1 = 2, C2 = 4, C3 = 2, and C4 = 5. $(C1:C2) - (C3:C4) = 2/4 - 2/5 = 0.1$. When 1 is added to the found value and multiplied by 5, the result is 5.5, which shows the student's score.</p>
FEEDBACK	<p>Students who choose the wrong boxes are recommended to revise 'Health Problems'.</p> <p>If the boxes are chosen incorrectly by the majority of the class, it is recommended that the teacher re-teach the topic, and correct learning deficiencies and misconceptions.</p>



STRUCTURED GRID

The boxes containing the answers to the questions about 'Health Problems' are given in the structured grid below, and the questions are given under the structured grid.

You are expected to answer the questions using the numbers in the boxes.

You can use the same box as an answer to more than one question.

When you answer all questions correctly, the highest score you can get is 50.

<p>1.</p>  <p>cut finger</p>	<p>2.</p>  <p>have a nosebleed</p>	<p>3.</p>  <p>have a fever</p>
<p>4.</p>  <p>have a runny nose</p>	<p>5.</p>  <p>have a headache</p>	<p>6.</p>  <p>have a sore throat</p>
<p>7.</p>  <p>have a stomachache</p>	<p>8.</p>  <p>have a rash on the arm</p>	<p>9.</p>  <p>have a cough</p>

- In which picture / pictures, should the person with a health problem get enough fluids and take vitamin C?

- In which picture / pictures, should the person with a health problem apply an ointment?

- In which picture / pictures, should the person with a health problem sit up, and breathe through his / her mouth, but should not lie down?

- In which picture / pictures, should the person with a health problem not drink cold fluids?

- In which picture / pictures, should the person with a health problem take a painkiller?

10.

SINIF

Seçilen Kazanımlar ve Geliştirilen Ölçme Araçları

KAZANIM	ÖLÇME ARACI
E10.2.W1. Students will be able to write an opinion paragraph about their plans.	Concept Map
	Performance Assessment
	Word Association Test
E10.5.S2. Students will be able to book a room at a hotel / a table in a restaurant etc.	Performance Assessment
	Structured Grid
	Word Association Test
E10.6.S1. Students will be able to talk about the consequences of wasting energy sources.	Open-Ended Question
	Performance Assessment
	Worksheet
E10.7.W1. Students will be able to write a process paragraph/blog about their favourite festival.	Project
	Word Association Test
E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.	Performance Assessment
	Word Association Test
	Diagnostic Tree
E10.9.R1. Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines.	Diagnostic Tree
	Performance Assessment
	Word Association Test
E10.9.W1. Students will be able to write a paragraph imagining themselves as a hero / heroine.	Performance Assessment
	Word Association Test
	Concept Map

IN-CLASS ASSESSMENT SAMPLE 1



SUBJECT	ENGLISH
GRADE	10
THEME	Plans
LEARNING OUTCOME	E10.2.W1. Students will be able to write an opinion paragraph about their plans.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Concept Map
WHAT IS EXPECTED FROM STUDENTS	Students are expected to read the given opinion paragraph and fill in the blanks in the concept map with the given expressions in an appropriate way.
ASSESSMENT	<p>A) Each correctly placed phrase will be evaluated as 1 point. Since there are 3 concepts in the concept map; $3 \cdot 1=3$ points</p> <p>B) You will get 2 points for each appropriate sentence in your paragraph. $10 \cdot 2=20$ points The highest score a student can get is 23 points.</p>
FEEDBACK	<p>Students who misplace the given expressions are recommended to revise the given opinion paragraph.</p> <p>If phrases are misplaced by the majority of the class, it is recommended that the teacher re-teach the topic.</p>

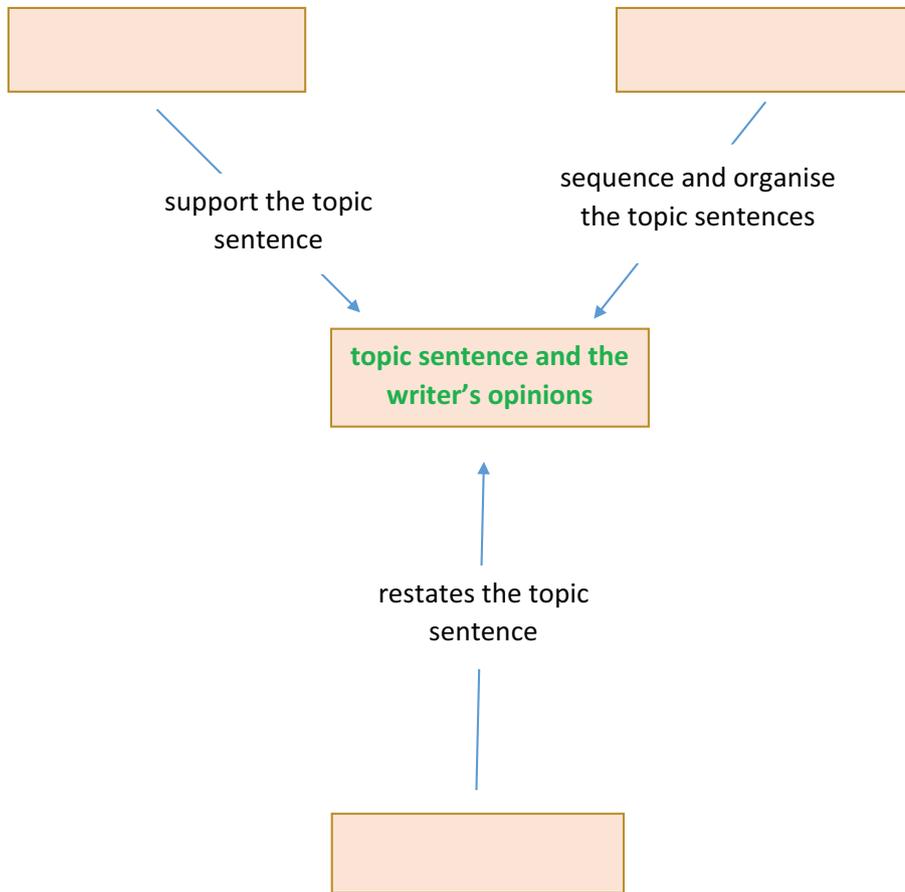


CONCEPT MAP

WRITING AN OPINION PARAGRAPH

A) Put the given expressions in the gaps in the concept map to form a meaningful sentence. Each correctly placed statement will be evaluated as 1 point. The highest score you can get is 3 points.

- sequencers
- supporting sentences
- concluding sentence

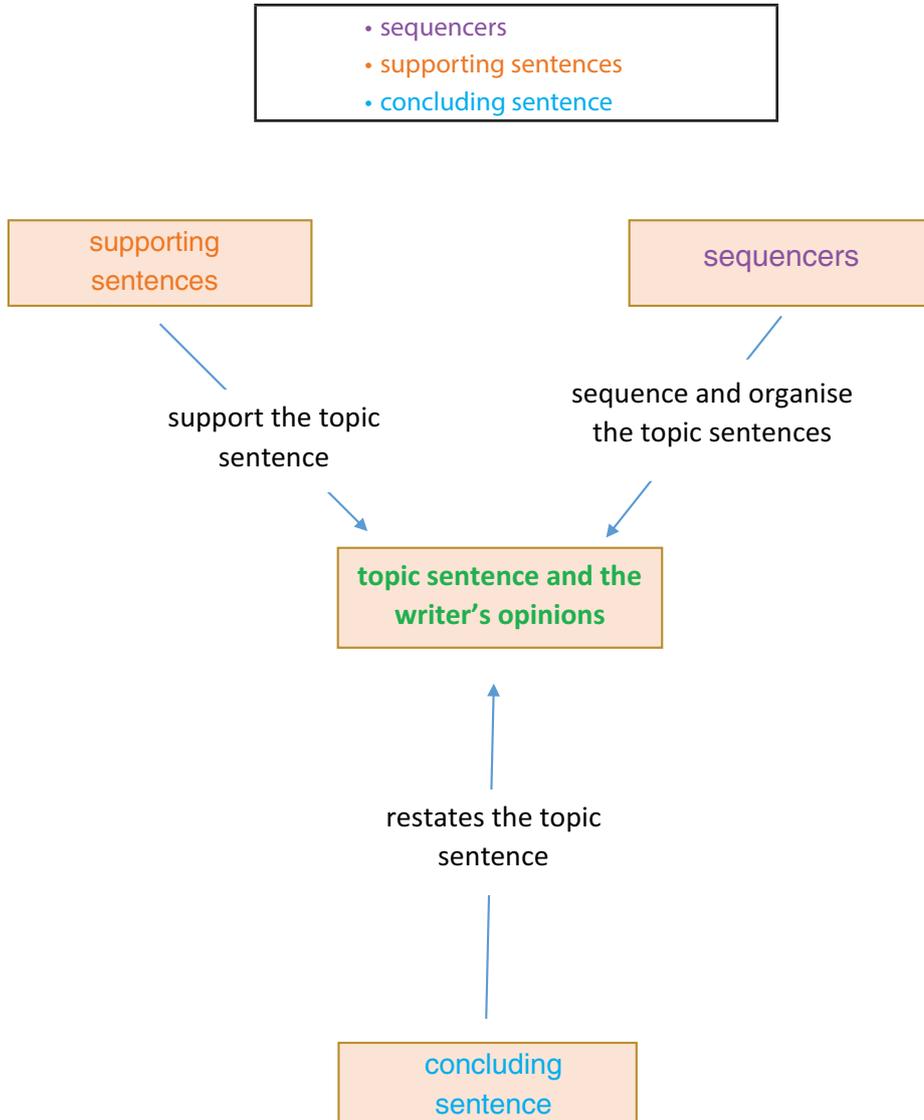




CONCEPT MAP

ANSWER KEY

A) Put the given expressions in the gaps in the concept map to form a meaningful sentence. Each correctly placed statement will be evaluated as 1 point. The highest score you can get is 3 points.





CONCEPT MAP

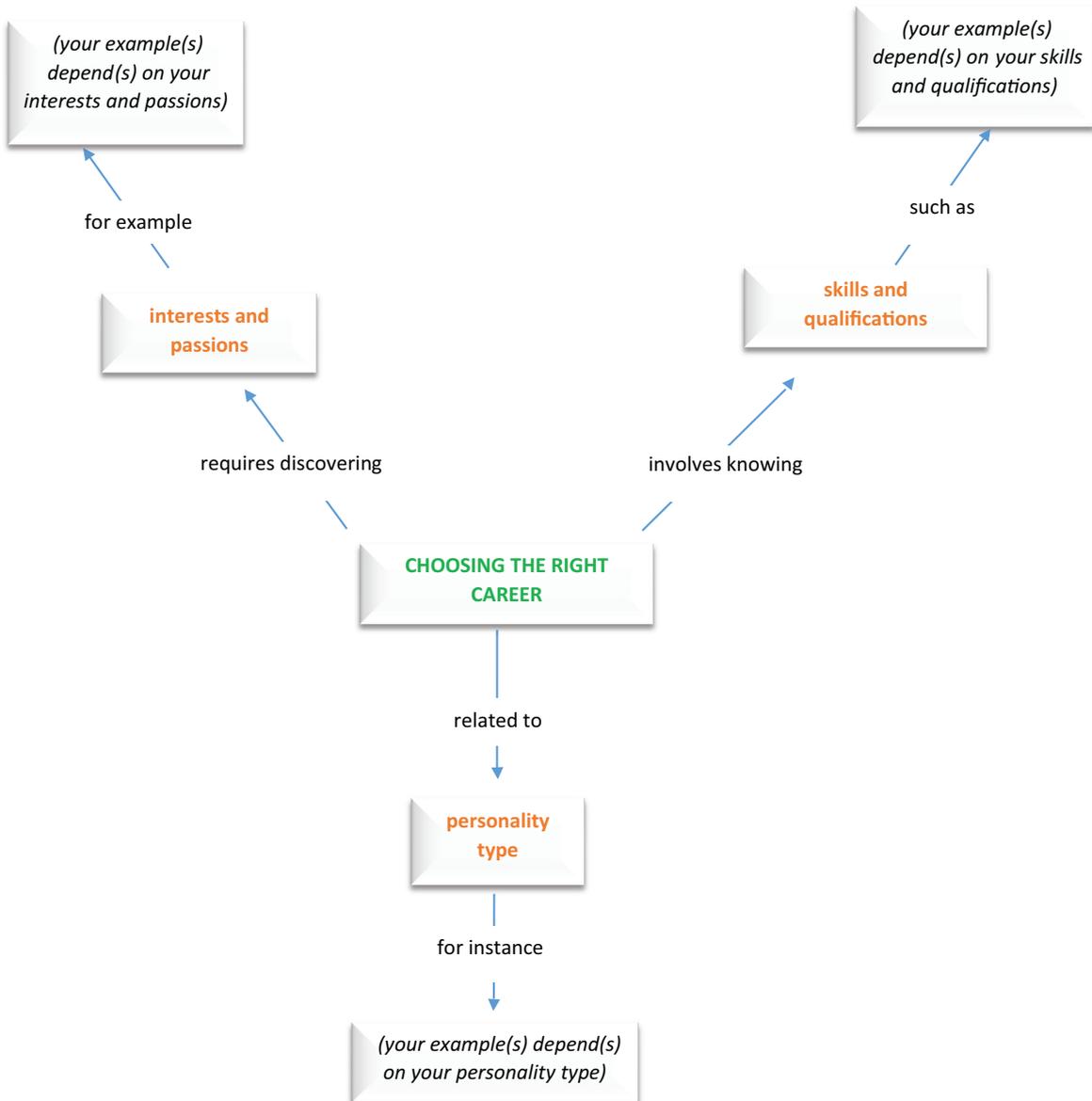
WRITING AN OPINION PARAGRAPH

B) Below is a concept map containing information to form an opinion paragraph about choosing the right career. Study the map and write an opinion paragraph of 10 sentences by paying attention to the given details.

While writing your paragraph, make sure that you...

- use a proper topic sentence covering your main idea.
- use sequencers to organise your paragraph.
- support your topic sentence with the given supporting details in the map.
- give examples to detail your supporting sentences.
- restate your topic sentence to conclude your paragraph.

You will get 2 points for each appropriate sentence in your paragraph. The highest score you can get is 20.



**CONCEPT MAP****ANSWER KEY****Sample Opinion Paragraph**

In my opinion, all young people should consider many different factors when they plan their careers. First, they should discover their interests and passions. For example, if you love spending time with children, it will be quite satisfying for you to be a teacher or a paediatrician. Secondly, it is important to know your skills and qualifications well. It will be very difficult to study medicine if you are not good at certain courses such as maths or science. On the other hand, if you like thinking over language and playing with words, being an author or maybe a linguist could be great for you. Finally, your personality type could say a lot about the type of career that would be best for you. For instance, a career that requires a lot of communication with different people will be perfect for an extrovert, while the same thing can be very challenging for an introvert. To summarise, there are a variety of issues that young people should take into account while choosing suitable professions for themselves.

IN-CLASS ASSESSMENT SAMPLE 2



SUBJECT	ENGLISH
GRADE	10
THEME	Plans
LEARNING OUTCOME	E10.2.W1. Students will be able to write an opinion paragraph about their plans.
COGNITIVE STAGE	Create
RECOMMENDED TIME	80 minutes
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	The students are asked to write an opinion paragraph about their future plans. At the end of the first lesson, they are expected to finish the first draft of their paragraphs. In the second lesson, they are expected to review their paragraphs and prepare their final copies.
ASSESSMENT	Rubric
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic of 'writing an opinion paragraph about plans'.

IN-CLASS ASSESSMENT SAMPLE 2



PERFORMANCE ASSESSMENT

WRITING AN OPINION PARAGRAPH

Instruction:

In this task, you are expected to write an opinion paragraph about your future plans and share it with the class.

Before starting the task, you should...

- choose a partner to check each other's work while performing the task.

When performing the task, you should...

- write down all the ideas and information related to the topic.
- organise your ideas in a logical order to increase your paragraph's coherency.
- plan your paragraph's structure and make the first draft.
- exchange your draft with your partner and check each other's work.
- organise your paragraph and prepare the final copy.

At the end of your task, you should...

- share the paragraph you have written with the class.
- submit your work to your teacher on time.



RUBRIC

Criteria	Very Good (3)	Good (2)	Needs Improvement (1)
Organisation	The paragraph is well-organised. The topic is clearly stated, and the content point is elaborated with supporting ideas. The conclusion is generalised appropriately.	The paragraph is mostly organised. The content point is partly elaborated with supporting ideas. The conclusion does not fully cover the topic.	The paragraph is disorganised. The focus of the supporting sentences is far from the topic, and the conclusion is irrelevant to the overall content.
Coherence and Cohesion	The paragraph has a single focus related to supporting sentences. Sequencers are applied appropriately to demonstrate the order of the ideas.	The paragraph's focus is mostly consistent with the topic. There are minor misuses of sequencers.	The paragraph lacks cohesion and coherence. The sequencers are either not used appropriately or not used at all.
Grammar	Grammatical structures are used appropriately. There are no inaccuracies that disrupt communication.	Most grammatical structures are used accurately. There are occasional inaccuracies that do not cause a serious disruption in communication.	Most grammatical structures are used inaccurately, and the inaccuracies cause serious disruptions in communication.
Vocabulary	A wide range of vocabulary is used accurately, and the vocabulary used is relevant to the subject.	A good range of vocabulary is used and is occasionally inaccurate. The vocabulary is mostly relevant to the topic.	A limited range of vocabulary is used, and it is mostly inaccurate and irrelevant to the topic.
TOTAL SCORE			

The highest score that can be obtained from this rubric is 12, and the lowest score is 4.

IN-CLASS ASSESSMENT SAMPLE 3



SUBJECT	ENGLISH
GRADE	10
THEME	Plans
LEARNING OUTCOME	E10.2.W1. Students will be able to write an opinion paragraph about their plans.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test*
WHAT IS EXPECTED FROM STUDENTS	The students are expected to write down the words / phrases that come to mind when they think about the phrase 'future plans' and use these words / phrases in a sentence by associating them with the phrase 'future plans'.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about the phrase 'future plans'. e.g. career</p> <p>Part 2 Students will get 2 points for each meaningful sentence about the phrase 'future plans'. e.g. I will choose a medical career in the future.</p>
FEEDBACK	This assessment tool is used to find out how ready students are for the subject before teaching it. If the students have difficulty in carrying out the task, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.

* Since this assessment tool is designed to measure students' readiness levels for writing an opinion paragraph, it is recommended to be used as a pre-writing activity.



WORD ASSOCIATION TEST

FUTURE PLANS

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'FUTURE PLANS'.

You will get 1 point for each word / phrase.

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

FUTURE PLANS _____

PART 2

Write a meaningful sentence with the word / phrase you have written in Part 1 by associating it with the phrase 'FUTURE PLANS'.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

7th Sentence _____.

8th Sentence _____.

9th Sentence _____.

10th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 4



SUBJECT	ENGLISH
GRADE	10
THEME	Travel
LEARNING OUTCOME	E10.5.S2. Students will be able to book a room at a hotel / a table in a restaurant etc.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases / sentences / questions that they are supposed to know about booking a hotel room.
ASSESSMENT	Rating Scale
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot speak well enough and cannot ask and answer the questions as expected are advised to study the given questions more.



PERFORMANCE ASSESSMENT

BOOKING A TABLE AT A RESTAURANT

Instruction:

In this task, you are expected to work in pairs and ask as a customer and answer as a check-in desk officer the following questions and some other questions about booking a room at a hotel. Keep in mind that the given phrases / sentences / questions are some examples for you.

Before you start:

Examine the phrases / sentences / questions below and think about the possible replies.

Phrases / Sentences / Questions for a check-in desk officer	Phrases / Sentences / Questions for a customer
How can I help you? When is it for? How many rooms do you want? Let me check for the vacancies. We have vacancies available. Could I take a contact number? Your reservation is done. May I have your name / surname?	I'd like to make a reservation for the weekend. I would like to book a (single / double / twin) room for two nights. I will check in on Friday. Do you have any vacancies? Do you have any double rooms left for the weekend? What's the price per night? How much is a single room / double room? What time is check-in / check-out? Do you have a car park? Is breakfast included?

During the activity:

While you are asking and answering questions, you and your pair are expected to record your voice using a voice recorder or take a video of the conversation.

You have 20 minutes to plan, talk, and complete the activity.

IN-CLASS ASSESSMENT SAMPLE 4



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the dialogue				
Using the given expressions effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score that can be obtained from this scale is 24, and the lowest score is 6.

IN-CLASS ASSESSMENT SAMPLE 5



SUBJECT	ENGLISH
GRADE	10
THEME	Travel
LEARNING OUTCOME	E10.5.S2. Students will be able to book a room at a hotel / a table in a restaurant etc.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to read and understand the questions / statements of different people at a hotel or a restaurant and answer the questions about them correctly by focusing on the specific information in them.
ASSESSMENT	<p>Answer Key I. 1, 4, 8, 9 II. 2, 3, 5, 6, 7 III. 2, 6, 7 IV. 1, 4, 9 V. 2, 3, 5, 6, 7, 8</p> <p>Sample Key 1: Suppose that the student answers the first question correctly by choosing '1, 4, 8, and 9' for question I by doing all of them correctly. In this case, C1= Number of correctly selected boxes, C2= Total number of correct boxes, C3= Number of incorrectly selected boxes, C4= Total number of incorrect boxes, so it is; C1 = 4, C2 = 4, C3 = 0, and C4 = 5. The formula will be: $(C1:C2) - (C3:C4) = 4/4 - 0/5 = 1$. When the formula above is applied, it is seen that the result is 1. The result obtained by adding 1 to this value and multiplying by 5 shows the student's score. $(1+1) \cdot 5 = 10$ points</p> <p>Sample Key 2: Suppose that the student answers '1, 4, 6, and 7' for question I. In this case, C1 = 2, C2 = 4, C3 = 2, and C4 = 5. $(C1:C2) - (C3:C4) = 2/4 - 2/5 = 0.1$. When 1 is added to the found value and multiplied by 5, the result is 5.5, which shows the student's overall score.</p>
FEEDBACK	Students who choose the wrong boxes are recommended to the phrases / sentences / questions about booking a room at a hotel / a table in a restaurant. If the boxes are chosen incorrectly by the majority of the class, it is recommended that the teacher re-teach the topic, and correct learning deficiencies and misconceptions.



STRUCTURED GRID

The boxes containing the questions / statements of different people at a hotel or a restaurant are given in the structured grid below, and the questions are given under the structured grid.

You are expected to answer the questions using the numbers in the boxes.

You can use the same box as an answer to more than one question.

When you answer all questions correctly, the highest score you can get is 50.

1. Hello, how can I help you?	2. I would like to make a reservation for the weekend.	3. Do you have any vacancies?
4. When is it for?	5. Is breakfast included?	6. Can I pay with the credit card?
7. I would like to book a room / table.	8. Do you have any luggage?	9. Could I take a contact number?

Read the questions / statements and write the correct number for each question. You can use each number more than once.

- I. Which of the box / boxes can you hear from a receptionist at a hotel?
- II. Which of the box / boxes can you hear from a hotel customer?
- III. Which of the box / boxes can you hear from a customer of a restaurant?
- IV. Which of the box / boxes can you hear from a secretary of a restaurant?
- V. Which of the box / boxes cannot you hear from a secretary of a restaurant?

IN-CLASS ASSESSMENT SAMPLE 6



SUBJECT	ENGLISH
GRADE	10
THEME	Travel
LEARNING OUTCOME	E10.5.S2. Students will be able to book a room at a hotel / a table in a restaurant etc.
COGNITIVE STAGE	Analyse
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about how to book a hotel room.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about 'booking a hotel room'. e.g. a single / double room</p> <p>Part 2 Students will get 2 points for each meaningful sentence / question about 'booking a hotel room'. e.g. I would like to make a reservation. How much is a single room / double room?</p>
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can elicit the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words recall the words / phrases about booking a hotel room.



WORD ASSOCIATION TEST

BOOKING A HOTEL ROOM

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'BOOKING A HOTEL ROOM'.

You will get 1 point for each word / phrase.

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

BOOKING A HOTEL ROOM _____

PART 2

Make a meaningful sentence / question with each word / phrase you have written in Part 1.

You will get 2 points for each meaningful sentence.

1st Sentence / Question _____

2nd Sentence / Question _____

3rd Sentence / Question _____

4th Sentence / Question _____

5th Sentence / Question _____

6th Sentence / Question _____

7th Sentence / Question _____

8th Sentence / Question _____

9th Sentence / Question _____

10th Sentence / Question _____

IN-CLASS ASSESSMENT SAMPLE 7



SUBJECT	ENGLISH
GRADE	10
THEME	Helpful Tips
LEARNING OUTCOME	E10.6.S1. Students will be able to talk about the consequences of wasting energy sources.
COGNITIVE STAGE	Analyse
RECOMMENDED TIME	40 minutes
ASSESSMENT TOOL	Open-Ended Question
WHAT IS EXPECTED FROM STUDENTS	Students are expected to give correct answers after they have read the passage about the consequences of wasting energy sources.
ASSESSMENT	<p>Possible Answers</p> <ol style="list-style-type: none"> 1. Their running out in the future and causing environmental harm because of the gases they produce that contribute to global warming and climate change. 2. Producing energy requires resources and money; if we waste energy, we also lose money and resources. This means we end up paying more for energy than we should. 3. By reducing the amount of non-renewable energy sources we use, we can reduce the environmental harm due to their production and use. The less energy we use, the less we need to produce, which means less fossil fuels must be taken from the ground and burned, releasing harmful pollutants into the air. 4. Using non-renewable energy sources can harm the environment, waste money, and run out in the future. 5. By making lifestyle changes, improving energy efficiency, and developing or investing in new and alternative energy sources. Another way to address the problem of non-renewable energy sources running out is to encourage conservation. By using less energy and consuming fewer resources, we can reduce our reliance on non-renewable sources and extend their lifespan. We can help to extend the lifespan of non-renewable sources and transition towards a more sustainable energy future. <p>The student will receive 1 point for each correct answer. The highest score a student can get is 5. Some keywords and key phrases as to the answer to the questions are also acceptable for an answer to be correct.</p>
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic of 'wasting energy sources'.



OPEN-ENDED QUESTION

Read the paragraph and answer the questions below.

You will receive 1 point for each correct answer. The highest score you can get is 5.

Energy is essential for our daily lives. We use it to power our homes, cars, etc. However, some of the energy sources we use are not renewable, meaning we cannot produce them again once they are gone. Fossil fuels like coal, oil, and gas are some examples of these non-renewable sources. They took millions of years to form, but we use them much faster than nature can replenish them. This means that if we continue using them at the current rate, they will run out in the future. Using such non-renewable energy sources can also be harmful to the environment. They produce gases like carbon dioxide that can contribute to global warming and climate change. These changes can cause problems, including more extreme weather events and rising sea levels. Moreover, wasting energy sources also means wasting money. If we use energy inefficiently, we end up paying more than we need to. This is because making energy costs money and resources, and if we waste energy, we also lose money and resources. Therefore, we need to be mindful of our energy usage and conserve it whenever possible. By doing so, we can reduce the harmful effects on the planet and save money simultaneously.

1. What are the main consequences of using non-renewable energy sources?

2. How does using energy inefficiently waste money and resources?

3. How can conserving energy help reduce its harmful effects on the planet? Add your own ideas and share them with your classmates.

4. Why do we need to be mindful of our energy usage?

5. How can we provide some potential long-term solutions to the problem of non-renewable energy sources running out? Add your own ideas and share them with your classmates.

IN-CLASS ASSESSMENT SAMPLE 8



SUBJECT	ENGLISH
GRADE	10
THEME	Helpful Tips
LEARNING OUTCOME	E10.6.S1. Students will be able to talk about the consequences of wasting energy sources.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 month
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	<p>Students are expected to:</p> <ul style="list-style-type: none"> • learn what carbon footprint is. • calculate how much carbon footprint their family make per month. • research and implement ways to reduce their family's carbon footprint. • create a poster with all the data they have obtained and share it with class.
ASSESSMENT	<p>Rating Scale Poster Assessment Scale</p>
FEEDBACK	<p>Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.</p>

IN-CLASS ASSESSMENT SAMPLE 8



PERFORMANCE ASSESSMENT

HELPFUL TIPS

Instruction:

In this task, you are expected to calculate your family's carbon footprint, investigate how your family can use energy sources wisely and what steps they can take to reduce their carbon footprint, and share it with class. It will be easier for you to follow the steps below while performing this task.

Before starting the task, you should...

- create a work plan.
- specify the tasks to be done in the plan.
- determine which data you will need during your research and which websites you will use during the calculation phase.
- consult your teacher when you need.

When performing the task, you should...

- use a variety of sources (textbooks, online resources, etc.) for your research.
- search for answers to questions such as...
 - What are the consequences of wasting energy resources?
 - What is a carbon footprint?
 - How is it calculated?
 - How much carbon footprint does your family have?
 - What kind of measures can you take at home to reduce the carbon footprint?

Using the information you have obtained, create a text about the measures that can be taken individually to prevent the waste of energy resources and reduce the carbon footprint and minimise the damage to the environment.

Create visual data about the topic.

Your poster should be...

- prepared to cover the content of the research.
- supported with related images and graphics.

IN-CLASS ASSESSMENT SAMPLE 8



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 28, and the lowest score is 7.

POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 28, and the lowest score is 7.

IN-CLASS ASSESSMENT SAMPLE 9



SUBJECT	ENGLISH
GRADE	10
THEME	Helpful Tips
LEARNING OUTCOME	E10.6.S1. Students will be able to talk about the consequences of wasting energy sources.
COGNITIVE STAGE	Analyse
RECOMMENDED TIME	40 minutes
ASSESSMENT TOOL	Worksheet
WHAT IS EXPECTED FROM STUDENTS	Students are expected to give correct answers to the questions about the consequences of the wasting energy sources.
ASSESSMENT	<p>Possible Answers for Question 1</p> <p>Wasting energy sources means using more energy than we need or using it in ways that are not efficient. This can happen when we leave lights or electronics on when we are not using them, or when we use appliances that are not energy-efficient.</p> <ul style="list-style-type: none"> • Leaving lights on in empty rooms • Keeping electronic devices plugged in when not in use • Overusing air conditioning or heating • Running the dishwasher or washing machine with only a few items • Leaving the fridge door open for too long • Taking long, hot showers • Driving alone instead of carpooling or using public transportation • Using incandescent light bulbs instead of energy-efficient LED bulbs • Not properly sealing windows and doors, leading to energy loss • Over-watering lawns and gardens <p>These are just a few examples, but there are many more ways that people can waste energy in their daily lives. By identifying and addressing these sources of waste, we can reduce our carbon footprint, save money on energy bills, and contribute to a more sustainable future.</p>

IN-CLASS ASSESSMENT SAMPLE 9



<p>ASSESSMENT</p>	<p>Possible Answers for Question 2</p> <ul style="list-style-type: none"> • If we do not use energy sources wisely, the Earth will face natural disasters and climate change. • If we go on wasting energy sources, we will suffer from resource depletion. Fossil fuels and other non-renewable energy sources are finite. • Wasting energy sources can lead to increased pollution, which can damage ecosystems and harm wildlife. • Polluted air and water can have negative impacts on public health, leading to respiratory illnesses and other health problems. • Energy waste can lead to higher costs for businesses and people, as well as missed chances to invest in renewable and sustainable energy sources. <p>Possible Answers for Question 3</p> <ul style="list-style-type: none"> • Turn off lights, appliances, and electronics when they are not in use. • Use energy-efficient light bulbs and appliances. • Adjust your thermostat to a reasonable temperature and avoid heating or cooling empty rooms. • Use public transportation, carpool, bike or walk instead of driving alone. • Unplug electronics when they are fully charged or not in use for a long period. • Use natural light instead of artificial light during the day. • Seal windows, doors, and other openings to reduce energy loss. • Install a programmable thermostat to automate temperature settings. • Purchase energy-efficient products and appliances. • Adopt a 'reduce, reuse, recycle' mentality to minimize waste and consumption. <p>Each meaningful sentence will be evaluated as 1 point.</p>
<p>FEEDBACK</p>	<p>Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.</p>

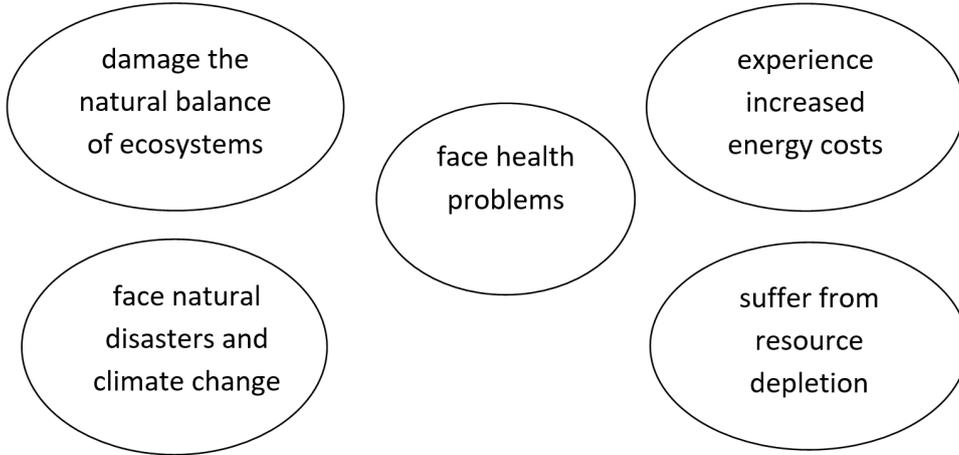


WORKSHEET

HELPFUL TIPS

1. Discuss with your classmates what energy waste is. Then give 5 common examples of energy waste that you have observed in your daily life. You can take your notes below.

2. Talk about the possible consequences of wasting energy sources if we do not use them wisely by using the phrases in the boxes. Add more phrases if possible.



3. What do you think are some solutions for reducing energy waste in our daily lives? Discuss with your classmates. You can take your notes below.

IN-CLASS ASSESSMENT SAMPLE 10



SUBJECT	ENGLISH
GRADE	10
THEME	Food & Festivals
LEARNING OUTCOME	E10.7.W1. Students will be able to write a process paragraph / blog about their favourite festival.
COGNITIVE STAGE	Analyse
RECOMMENDED TIME	5 months
ASSESSMENT TOOL	Project
WHAT IS EXPECTED FROM STUDENTS	<p>CONTENT OF THE PROJECT</p> <p>Students are expected to research the festivals of 5 countries, one of which is their own country. They are expected to give detailed information about the topics below:</p> <ul style="list-style-type: none"> • Country of the festival • The date the festival was held and how many days it lasted • The meaning and importance of the festival • Activities and traditional meals (if any) during the festival • The costumes (if any) worn at the festival <p>Students are expected to prepare a report to present their projects.</p> <p>PROJECT PRESENTATION</p> <p>It is required...</p> <ul style="list-style-type: none"> • to be prepared according to the content of the project • to include the sub-headings of the research • to include related visuals • to include the sources used in its content <p>Also;</p> <p>It is expected that the project will be presented in the classroom environment, and it will be completed according to the working calendar and shared with the teacher on a monthly basis.</p>
ASSESSMENT	Rating Scale Self-Assessment Form
FEEDBACK	According to the work calendar, it is recommended to follow the activities of each student in the project work on a monthly basis and to provide the necessary guidance. Considering the evaluation results at the end of the project work process, it is recommended to carry out studies to eliminate the learning deficiencies of each student.



PROJECT

FESTIVALS AROUND THE WORLD

Instruction:

In this project, you are expected to research festivals around the world. Then, prepare a presentation. You choose 5 festivals from different countries, one of which is your own country. It will be convenient for you to follow the steps below while carrying out this project.

Before you start researching, you should...

- create a study plan indicating the study to be done and your study schedule.
- consult your teacher when you need it.

While doing research, you should...

- benefit from journals, books, online resources, people and organisations in your neighbourhood for your research.
- prepare a report to present your project.

You will prepare a report to present it to the class. You should...

- prepare the research to cover the content.
- include the sub-headings supporting the related visuals.

* It is necessary to pay attention to the sources used in the content. Present the project report in a maximum of 10 minutes.

Activities	1 st month	2 nd month	3 rd month	4 th month	5 th month
Research on the subject	X	X	X	X	
Evaluating the findings of the research		X	X	X	
Preparing a general outline			X	X	
Presenting the project					X

The following rating scale has been prepared to inform you about the criteria by which your project will be evaluated. The following criteria will guide you during the preparation and presentation of your project.



RATING SCALE

SKILLS	Perfect (4)	Good (3)	Medium (2)	Needs Improvement (1)
I. PROJECT PREPARATION PROCESS				
Determining the purpose of the project				
Making a study plan suitable for the project				
Gathering information from different sources				
Carrying out the project according to the study plan				
II. CONTENT OF THE PROJECT				
Using the right information				
Editing collected information				
Analysing data				
Making inferences from the data obtained				
Demonstrating critical thinking skills				
Subheadings in the project report				
Preparing the project in accordance with its purpose				
Using English correctly and properly in the project				
Creativity				
TOTAL				

The highest score that can be obtained from this scale is 52, and the lowest score is 13.

IN-CLASS ASSESSMENT SAMPLE 10



SELF-ASSESSMENT FORM

Name and Surname:

This form has been prepared to evaluate yourself. Mark the option that best reflects your work with an 'X'. The highest score that can be obtained from this self-assessment form is 18, and the lowest score is 6.

SKILLS	GRADES		
	Always (3)	Sometimes (2)	Never (1)
1. I followed the instructions.			
2. I used different sources in my research.			
3. I used different materials during my studies.			
4. I carried out the steps in accordance with the study schedule.			
5. I consulted my teacher when I needed.			
6. I presented my report in the classroom.			

Answer the following questions taking into account the project work you have done.

1. What I learned from this project:

.....

2. Things I did best during this project work:

.....

3. The most difficult parts of this project work:

.....

IN-CLASS ASSESSMENT SAMPLE 11



SUBJECT	ENGLISH
GRADE	10
THEME	Food & Festivals
LEARNING OUTCOME	E10.7.W1. Students will be able to write a process paragraph / blog about their favourite festival.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write the words or phrases that come to mind about 'the national dishes of countries' and to make meaningful sentences by using these words or phrases.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about 'the National Dishes of Countries'. e.g. sushi</p> <p>Part 2 Students will get 2 points for each meaningful sentence about 'the National Dishes of Countries'. e.g. Sushi is one of the national dishes of Japan, and it consists of rice and raw fish.</p>
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can elicit the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words recall the words / phrases about national dishes.



WORD ASSOCIATION TEST

NATIONAL DISHES OF COUNTRIES

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'NATIONAL DISHES OF COUNTRIES'.

You will get 1 point for each word.

- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____
- NATIONAL DISHES OF COUNTRIES _____

PART 2

Write about your favourite festival using the word / phrase you have written in Part 1.

You will get 2 points for each meaningful sentence.

- 1st Sentence _____.
- 2nd Sentence _____.
- 3rd Sentence _____.
- 4th Sentence _____.
- 5th Sentence _____.
- 6th Sentence _____.
- 7th Sentence _____.
- 8th Sentence _____.
- 9th Sentence _____.
- 10th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 12



SUBJECT	ENGLISH
GRADE	10
THEME	Digital Era
LEARNING OUTCOME	E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.
COGNITIVE STAGE	Create
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to prepare posters by using tips. Students are expected to share their posters with the class in the form of an oral presentation.
ASSESSMENT	<ul style="list-style-type: none"> • Rating scale • Poster assessment scale
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.



PERFORMANCE ASSESSMENT

PREPARING A POSTER DESCRIBING AN INNOVATION

Instruction:

You are expected to prepare a poster describing an innovation and share your posters with the class in the form of an oral presentation. You have 2 weeks for your task.

Before you start, you should...

- create a work plan.
- make a plan.
- identify the materials you need.

In the poster, you should...

1. choose an innovation which has changed our lives over the past 10 years.
2. explain the innovation briefly.
3. explain the advantages or disadvantages of the innovation.
4. share your opinions about the innovation by stating reasons and results.
5. ask your friends to share their opinions about the innovation by stating reasons and results.

You have a maximum of 10 minutes to present your poster in class.

After finishing your task, you should pay attention to the following:

Your poster should...

- be prepared to cover the content of the research.
- contain subtitles of the content.
- be supported with the related images.
- include the sources you have used.

Submit your work to your teacher on time.

IN-CLASS ASSESSMENT SAMPLE 12



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 28, and the lowest score is 7.

POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures or graphics				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 13



SUBJECT	ENGLISH
GRADE	10
THEME	Digital Era
LEARNING OUTCOME	E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about 'innovations'.
ASSESSMENT	Part 1 Students will get 1 point for each word / phrase about 'innovations'. e.g. smartphones Part 2 Students will get 2 points for each meaningful sentence about 'innovations'. e.g. Smartphones have made communication both easier and faster in our lives.
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are advised to look at the words / phrases of the theme again. Besides, the teachers can get the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words revise the words / phrases about innovations.



WORD ASSOCIATION TEST

DIGITAL ERA

PART 1

Write the words / phrases that come to your mind when you hear the word 'INNOVATIONS'.

You will get 1 point for each word.

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

INNOVATIONS _____

PART 2

Make a meaningful sentence with each word / phrase you have written in Part 1.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

7th Sentence _____.

8th Sentence _____.

9th Sentence _____.

10th Sentence _____.



SUBJECT	ENGLISH
GRADE	10
THEME	Digital Era
LEARNING OUTCOME	E10.8.S1. Students will be able to make comments on innovations by stating causes and effects.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions (statements) regarding 'innovations'.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exit. In order to get 3 full points, the students must reach the 6th Exit.</p> <p>Part 1 A student who reaches Exit 6 makes the right choice by choosing 'F' for the 1st proposition (statement) and reaches the 3rd proposition (statement). By choosing 'T' for the 3rd proposition (statement), s/he makes the right choice and reaches the 6th proposition (statement). S/he makes the right choice by choosing 'F' for the 6th proposition (statement). In this case, the student makes 3 correct choices and gets 3 points.</p> <p>Part 2 A student reaching Exit 6 makes the right choice by choosing 'F' for the 1st proposition (statement) and reaches the 3rd proposition (statement). By choosing 'F' for the 3rd proposition (statement), s/he makes the wrong choice and s/he makes the wrong choice by choosing 'F' for the 7th proposition (statement). In this case, the student makes 1 right and 2 wrong choices and gets 1 point.</p>
FEEDBACK	<p>Students who reach the wrong exit are recommended to review the topic 'Digital Era'.</p> <p>Considering the achievements of the majority of the class, it is recommended that studies should be carried out to eliminate them if incomplete or incorrect learning and misconceptions occur.</p>

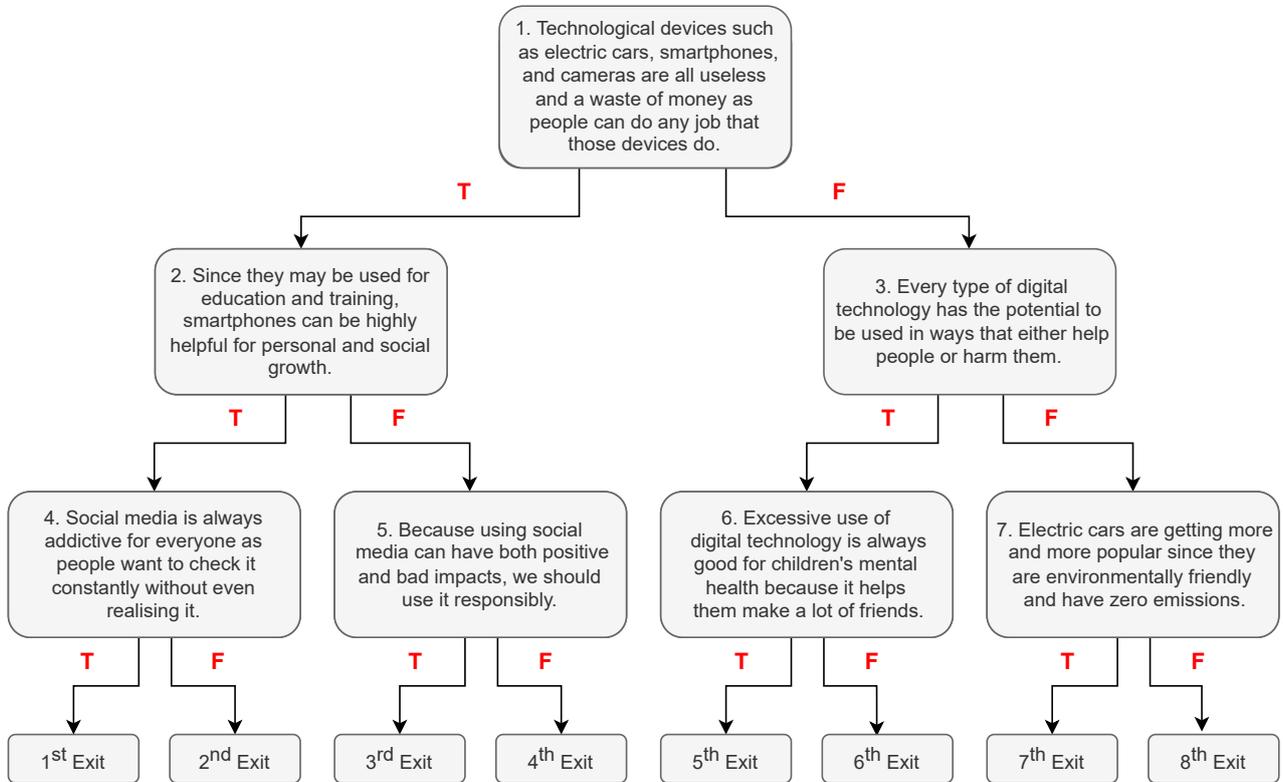


DIAGNOSTIC TREE INNOVATIONS

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about innovations. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the first proposition (statement).

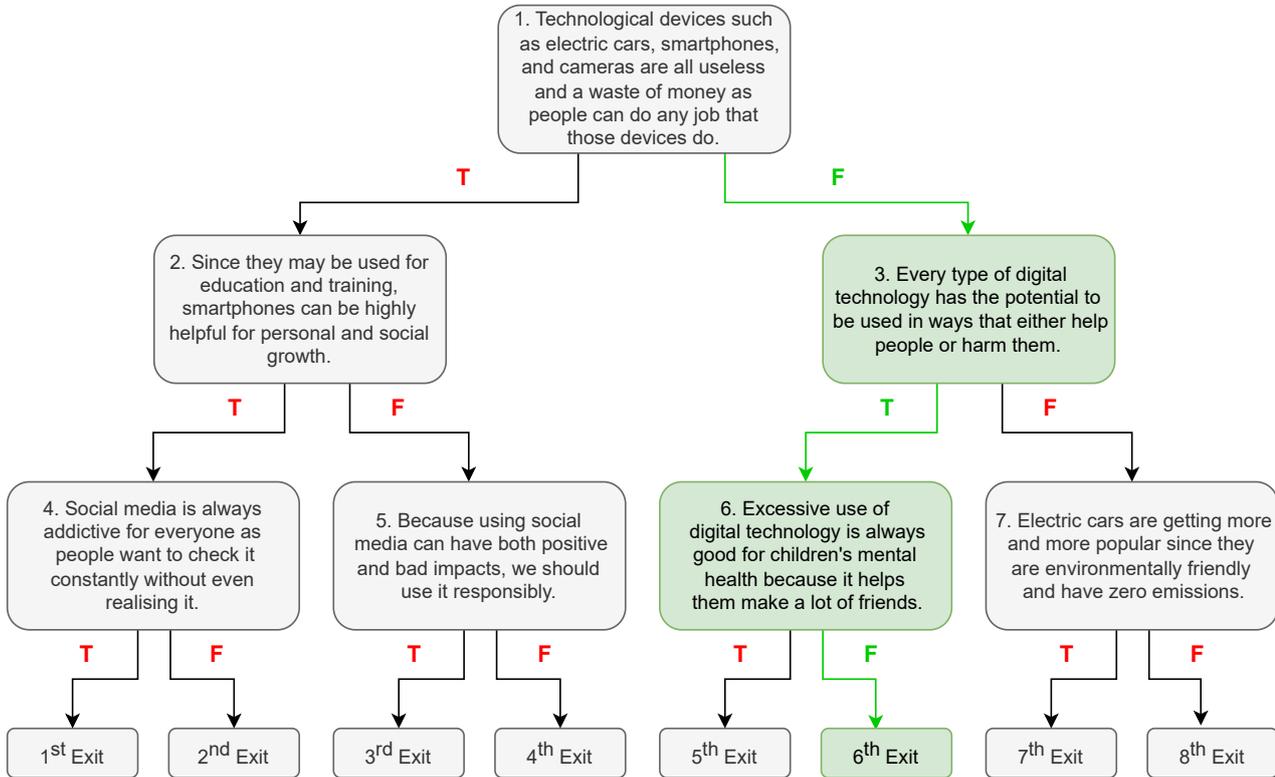
You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3 points.

Consider the relation of the reasons and their results about innovations of our digital era while determining your choices.





ANSWER KEY INNOVATIONS





SUBJECT	ENGLISH
GRADE	10
THEME	Modern Heroes and Heroines
LEARNING OUTCOME	E10.9.R1. Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the statements regarding 'Who's your hero / heroine? Why?'.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exit. To get 3 total points, the students must reach the 7th exit.</p> <p>Sample 1</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'F' for the 1st proposition (statement), they make the right choice and reach the 3rd proposition (statement). When they choose 'F' for the 3rd proposition (statement), students make the right choice and reach the 7th proposition (statement). When they choose 'T' for the 7th proposition (statement), they make the right choice and reach the 7th Exit, which is the correct answer. In this case, the students make 3 correct choices and get 3 points.</p> <p>Sample 2</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'T' for the 1st proposition (statement), they make the wrong choice and reach the 2nd proposition (statement). When they choose 'F' for the 2nd proposition (statement), students make the wrong choice and reach the 5th proposition (statement). When they choose 'T' for the 5th proposition (statement), they make the wrong choice and reach the 3rd Exit, which is the wrong answer. In this case, the students make 3 wrong choices and get 0 points.</p>
FEEDBACK	Students who reach the wrong exit are recommended to read the text again carefully.



DIAGNOSTIC TREE

WHO IS YOUR HERO / HEROINE IN YOUR FAMILY? WHY?

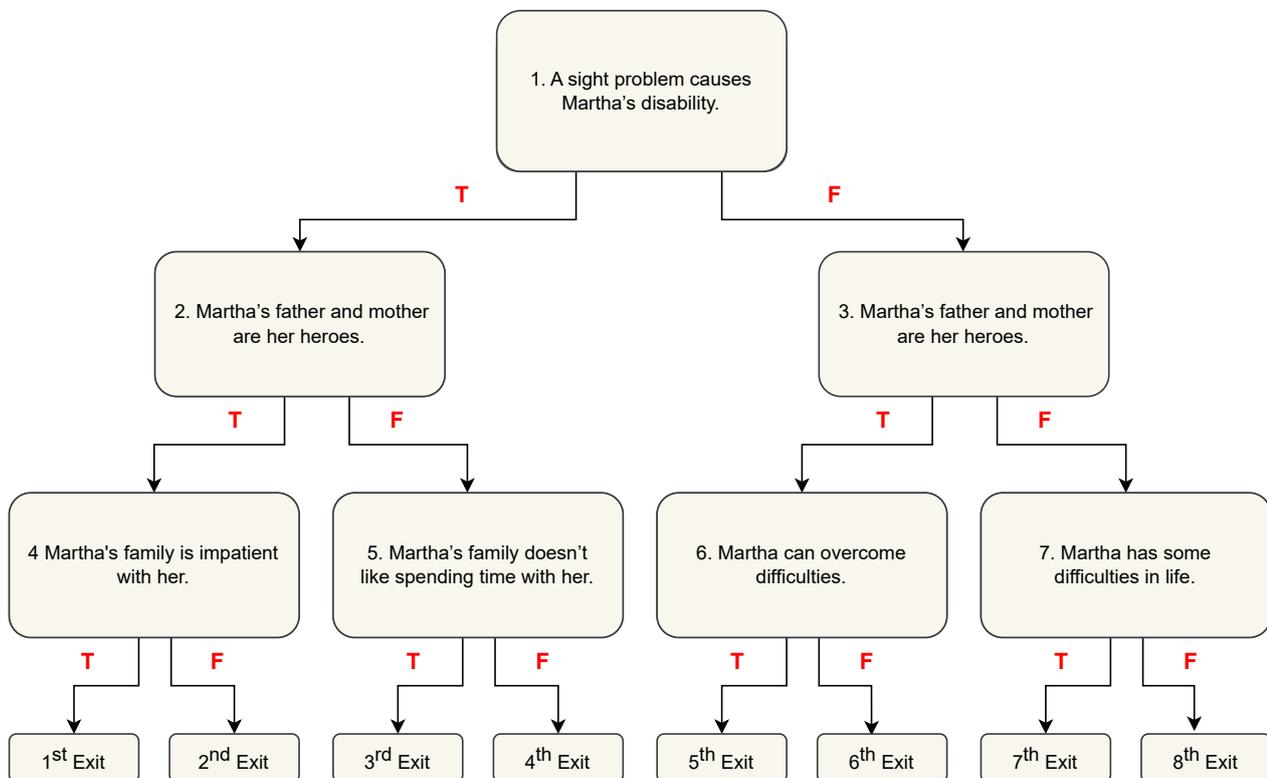
Below is a diagnostic tree containing True (T) / False (F) statements about the text 'Who's your hero / heroine in your family? Why?' If you think the given information is true, you should choose option (T); if you think it is false, you should choose option (F). You can reach one of eight exits by choosing True (T) / False (F) starting from statement 1.

You will get 1 point for each appropriate choice (either T or F) until reaching the exit.

The highest score you can get is 3.

Who is your hero / heroine in your family? Why?

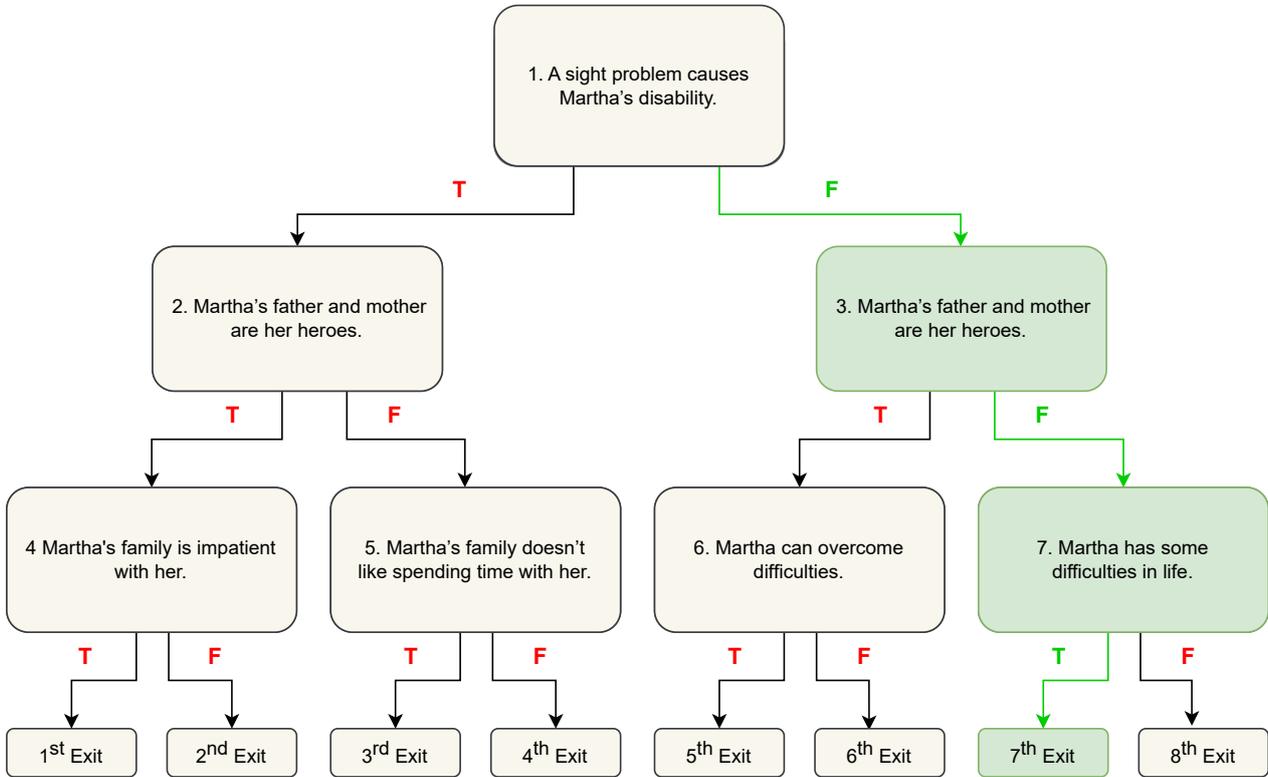
My name's Martha. I am a student at high school. Well, I have Down's syndrome. Have you ever heard the word Down's syndrome in your life? They say it happens because of a gene problem before birth. It leads to some physical and intellectual difficulties. Luckily, I can cope with those difficulties thanks to my parents. My parents are my real heroes. They always support me. I wouldn't be a happy girl and study at high school if they didn't support and guide me. They are so patient indeed. They spend most of their time with me, and I wish they had more time. However, they say they are pleased when they spend time with me.





ANSWER KEY

WHO IS YOUR HERO / HEROINE IN YOUR FAMILY? WHY?



IN-CLASS ASSESSMENT SAMPLE 16



SUBJECT	ENGLISH
GRADE	10
THEME	Modern Heroes and Heroines
LEARNING OUTCOME	E10.9.S1. Students will be able to talk about their personal hero (who s/he is and why s/he is their hero / heroine).
COGNITIVE STAGE	Create
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to... <ul style="list-style-type: none">• prepare posters about their personal heroes / heroines.• share their posters with the class in the form of an oral presentation.
ASSESSMENT	<ul style="list-style-type: none">• Rating scale• Poster assessment scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.

IN-CLASS ASSESSMENT SAMPLE 16



PERFORMANCE ASSESSMENT

PREPARE A POSTER ABOUT YOUR PERSONAL HERO / HEROINE

Instruction:

Prepare a poster about your personal hero / heroine and present it in the class.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the poster you will prepare, you should...

- say who your personal hero / heroine is and why.
- describe your personal hero / heroine by using adjectives.
- state his / her / its abilities by using 'can'.
- use the photos of your personal hero / heroine or draw a picture of him / her / it.
- prepare a poster according to the content of the subject.

You have a week to prepare the poster, and you will have 10 minutes to present it in the class.

RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score a student can get is 28, and the lowest score is 7.



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures or graphics				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score a student can get is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 17



SUBJECT	ENGLISH
GRADE	10
THEME	Modern Heroes and Heroines
LEARNING OUTCOME	E10.9.W1. students will be able to write a paragraph imagining themselves as a hero / heroine.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases to describe 'the characteristics of a hero / heroine' and write a paragraph imagining they are a 'hero / heroine'.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about 'hero / heroine'. e.g. bravery, superpower, intelligence, strength, justice, greatness, etc.</p> <p>Part 2 The paragraph students have written is evaluated with the rating scale given. The highest score a student can get is 30.</p> <p>Example Paragraph:</p> <p>I don't have any superpowers, but with my bravery, intelligence, and strength, I fight for justice and protect those in need. I face challenges head-on and never give up, even when the odds seem impossible. As a hero, I inspire others to be their best selves and strive for greatness.</p>
FEEDBACK	<p>If this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are advised to look at the words / phrases of the theme again. Besides, the teachers can get the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words revise the words / phrases about heroes / heroines.</p>

IN-CLASS ASSESSMENT SAMPLE 17



WORD ASSOCIATION TEST
MODERN HEROES AND HEROINES

PART 1

Say / Write the words / phrases that come to your mind when you hear 'HERO / HEROINE'.
You will get 1 point for each word / phrase.

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

HERO / HEROINE _____

PART 2

Imagine you are a hero / heroine and write a paragraph using each word / phrase you have written in Part 1.

RATING SCALE FOR WRITING

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Content				
Organisation				
Vocabulary				
Grammar				
Spelling and Punctuation				
TOTAL SCORE				

The highest score a student can get is 20, and the lowest score is 5.

IN-CLASS ASSESSMENT SAMPLE 18



SUBJECT	ENGLISH
GRADE	10
THEME	Shopping
LEARNING OUTCOME	E10.10.W2. Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.
COGNITIVE STAGE	Create
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to prepare a poster by using some tips. Students are expected to share their posters with the class in the form of an oral presentation.
ASSESSMENT	<ul style="list-style-type: none"> • Rating scale • Poster assessment scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.



PERFORMANCE ASSESSMENT

PREPARE A POSTER ABOUT TWO PRODUCTS THAT YOU WANT TO BUY

Instruction:

You are expected to compare two products in terms of their price, look, quality, practicability, and features using comparative adjectives and write an informative paragraph about features of two products.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the poster, you should pay attention to the following:

- price
- look
- quality
- practicability
- features

You can also compare them in terms of their size, colour, weight, shape or what they are made of.

You have a maximum of 10 minutes to present your poster in the class.

RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Preparing a well-organised poster				
Using time efficiently				
Using grammar rules and punctuation correctly				
Creativity				
TOTAL SCORE				

The highest score a student can get is 28, and the lowest score is 7.

IN-CLASS ASSESSMENT SAMPLE 18



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Addressing basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures or graphics				
Using visuals that are compatible with the content				
Using grammar rules and spelling correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score a student can get is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 19



SUBJECT	ENGLISH
GRADE	10
THEME	Shopping
LEARNING OUTCOME	E10.10.W2. Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about a product while buying.
ASSESSMENT	<p>Part 1:</p> <p>Each correct answer is 1 point.</p> <p>e.g. cheap</p> <p>Part 2:</p> <p>e.g. When buying a product, there are several factors that are important to consider. First and foremost, it's essential to determine the quality of the product. Research the brand and read reviews from other customers to ensure that the item meets your expectations. Additionally, price is a critical factor, as you want to ensure that you're getting a good deal. However, don't sacrifice quality for a lower price. It's also important to consider the warranty or return policy in case the product doesn't meet your expectations. Finally, consider the environmental impact of the product, as sustainable and eco-friendly options are becoming more widely available. By keeping these factors in mind, you can make an informed decision when buying a product.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot write enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>



WORD ASSOCIATION TEST

SHOPPING

PART 1

What are features while you are buying a product? Write the words / phrases that come to your mind when you hear the phrase '**BUYING A PRODUCT**'.

You will get 1 point for each word.

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

BUYING A PRODUCT _____

PART 2

Write a meaningful paragraph about the words / phrases you have written in Part 1.

You will get 20 points.

RATING SCALE FOR WRITING

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Content				
Organisation				
Vocabulary				
Grammar				
Spelling and Punctuation				
TOTAL SCORE				

IN-CLASS ASSESSMENT SAMPLE 20



SUBJECT	ENGLISH
GRADE	10
THEME	Shopping
LEARNING OUTCOME	E10.10.W2. Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Concept Map
WHAT IS EXPECTED FROM STUDENTS	Students are expected to place the following concepts in the gaps in the concept map to form a meaningful sentence.
ASSESSMENT	<p>You will get 20 points when you complete 2 exercises.</p> <p>1-A. Each correctly placed phrase will be evaluated as 1 point. Since there are 10 concepts in the concept map; $10 \cdot 1 = 10$ points The highest score a student can get from this exercise is 10 points.</p> <p>1-B. You will get 10 points if you write a well-organised paragraph about the exercise 1-A.</p> <p>When looking to buy a product, the first step is to determine the size and colour you want. Whether it's a clothing item like artificial leather jackets or shoes with a rubber sole, make sure to select the correct size from extra small to large. Next, consider the colour options available, such as beige, indigo, dark, or light. Check for any discounts or promotions available to ensure you are getting the best price possible. If the item is heavy, keep in mind that shipping costs may be higher. Finally, make sure the price is reasonable for the product you are getting. By keeping these factors in mind, you can ensure a successful shopping experience.</p>
FEEDBACK	Students who misplace the given expressions are recommended to revise the last unit 'Shopping' again. If phrases are misplaced by the majority of the class, it is recommended that the teacher re-teach the topic.



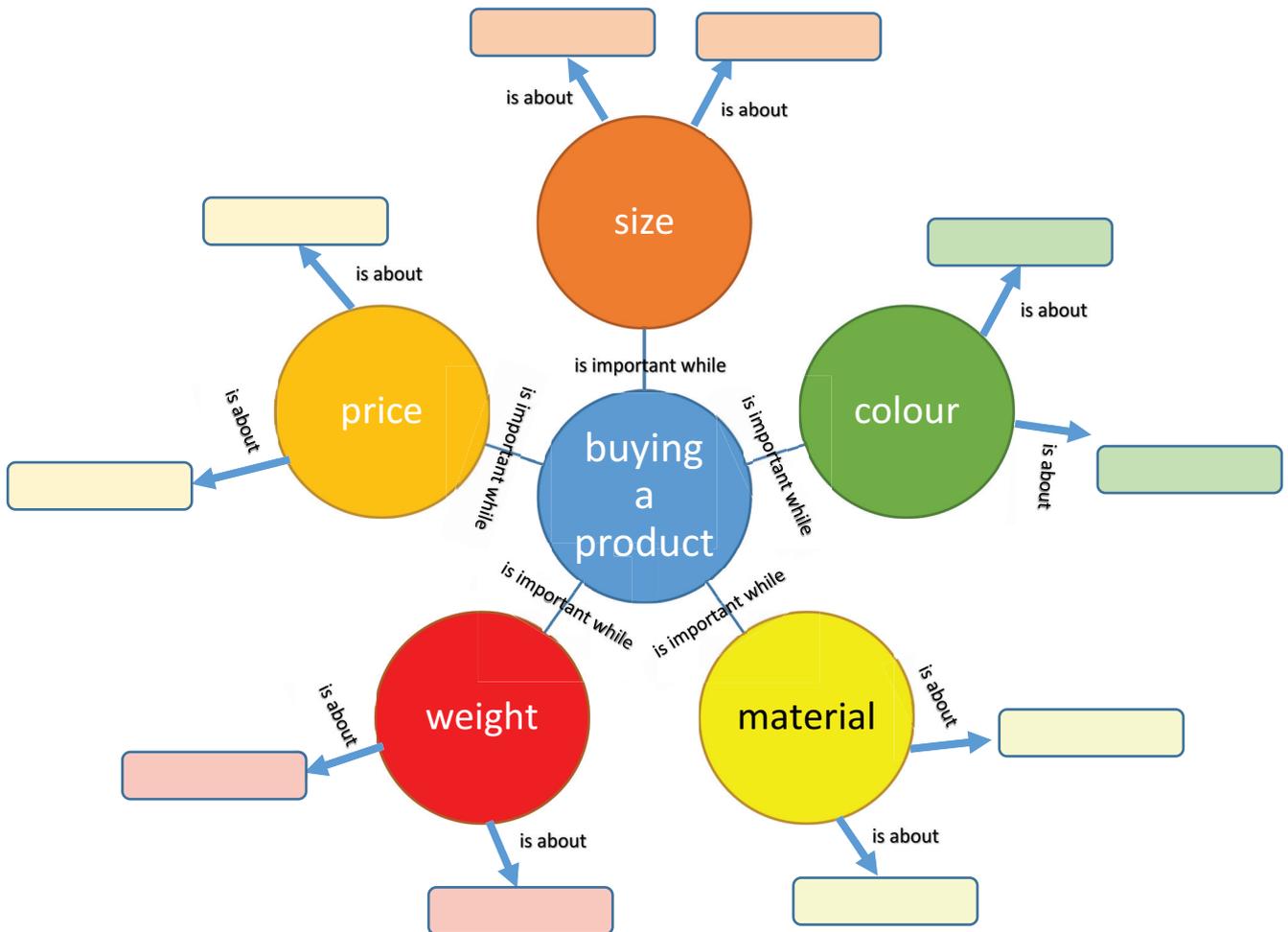
CONCEPT MAP

BUYING A PRODUCT

1-A. The concepts and concept map framework related to purchasing are given below.

Place the following words / phrases in the gaps in the concept map to form a meaningful sentence. Each correctly placed word / phrase will be evaluated as 1 point. The highest score you can get from this exercise is 10.

WORDS / PHRASES ABOUT BUYING	
artificial leather	indigo
beige dark	large
discount	light
extra small	reasonable
heavy	rubber sole



IN-CLASS ASSESSMENT SAMPLE 20

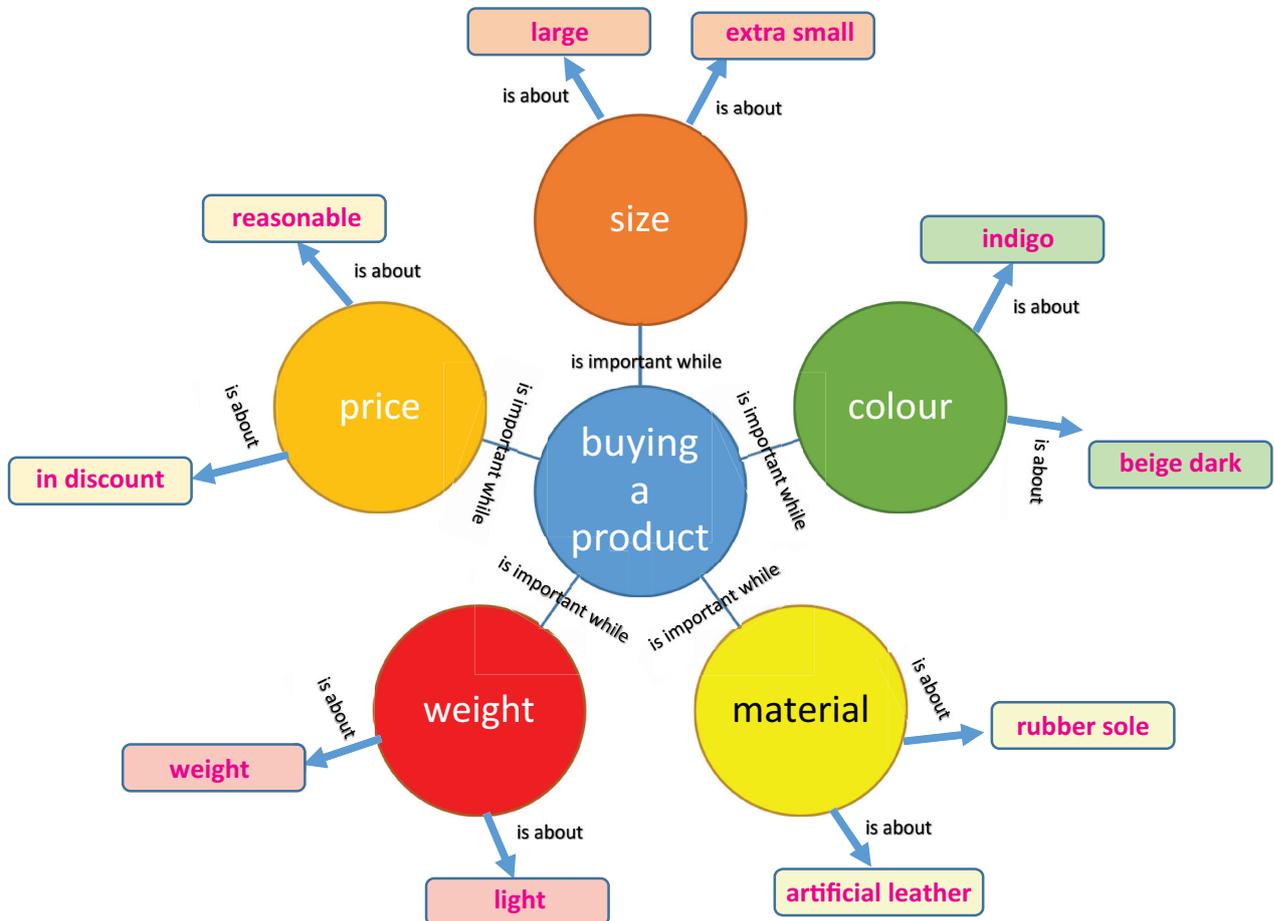


1-B. Write a short paragraph about how to buy a product regarding the vocabulary given in the exercise 1-A. The highest score you can get is 10 points.



ANSWER KEY

1-A. Concept Map:



1-B. Suggested paragraph:

When looking to buy a product, the first step is to determine the size and colour you want. Whether it's a clothing item like artificial leather jackets or shoes with a rubber sole, make sure to select the correct size from extra small to large. Next, consider the colour options available, such as beige, indigo, dark, or light. Check for any discounts or promotions available to ensure you are getting the best price possible. If the item is heavy, keep in mind that shipping costs may be higher. Finally, make sure the price is reasonable for the product you are getting. By keeping these factors in mind, you can ensure a successful shopping experience.

11.

SINIF

Seçilen Kazanımlar ve Geliştirilen Ölçme Araçları

KAZANIM	ÖLÇME ARACI
E11.1.S1. Students will be able to talk about future plans and predictions.	Performance Assessment
	Word Association Test
	Worksheet
E11.2.S1. Students will be able to take part in a dialogue about likes, dislikes, interests, and preferences.	Peer Evaluation
	Word Association Test
E11.2.W1. Students will be able to write a paragraph about their interests and abilities.	Structured Grid
E11.4.L2. Students will be able to put the past events in order in a recorded text / video.	Diagnostic Tree
	Word Association Test
	Worksheet
E11.7.L1. Students will be able to recognise information about the description of a monument or a historic site in a recorded text.	Diagnostic Tree
	Word Association Test
E11.7.S1. Students will be able to give a presentation on a monument or historical site.	Performance Assessment
E11.8.S1. Students will be able to exchange opinions about outdoor / extreme sports.	Word Association Test
	Concept Map
	Performance Assessment

IN-CLASS ASSESSMENT SAMPLE 1



SUBJECT	ENGLISH
GRADE	11
THEME	Future Jobs
LEARNING OUTCOME	E11.1.S1. Students will be able to talk about future plans and predictions.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 Week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	<p>Students are expected to:</p> <ul style="list-style-type: none"> • demonstrate their speaking skills related to future plans and predictions. • share their posters with the class in the form of an oral presentation.
ASSESSMENT	<p>Rating Scale</p> <p>Poster Assessment Scale</p>
FEEDBACK	<p>Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.</p>



PERFORMANCE ASSESSMENT

FUTURE JOBS

Instruction:

In this task, you are expected to talk about your future plans and predictions, create a poster about them, and share it with the class.

It will be easier for you to follow the steps below while performing this task.

Before starting the task, you should...

- create a work plan.
- specify the tasks to be done in the plan.
- determine which websites you will need during your research.
- consult your teacher when you need.

When performing the task, you should...

- use a variety of sources (textbooks, online resources, etc.) for your research.
- search for answers to questions such as...
 - What do you want to do after you finish high school?
 - What skills do you think will be important for your future career?
 - How do you think your life will be different in ten years?
 - How do you think advancements in technology will shape your future career, and what steps do you plan to take to stay up-to-date with new technologies?
 - What are some challenges you think you might face in achieving your future goals, and how do you plan to overcome them?
- visualise the data about the topic.

Your poster should...

- be prepared to cover the content.
- include information about your future plans and predictions.
- be supported with images, text, and other visuals to illustrate your goals.
- be easy to read and understand.

You have one week to prepare the poster and 10 minutes to present it in the class.

IN-CLASS ASSESSMENT SAMPLE 1



RATING SCALE

SKILLS	Good (3)	Medium (2)	Needs Improvement (1)
I. PERFORMANCE PREPARATION PROCESS			
Research: Demonstrates extensive and in-depth research about their future plans.			
Goal Setting: Sets well-defined, achievable and measurable goals for their future plans.			
Plan Development: Develops a well-structured and realistic plan to achieve their future goals.			
Time Management: Demonstrates excellent time management skills in developing and preparing their future plans.			
II. CONTENT OF THE PERFORMANCE			
Relevance: Addresses the topic of future plans and demonstrates a clear understanding of the task.			
Clarity: Clearly and effectively communicates their future plans.			
Creativity: Displays original and innovative ideas in their future plans.			
Realistic: Demonstrates realistic and feasible plans that are achievable.			
III. PRESENTATION			
Delivery: Demonstrates clear and confident delivery of their future plans.			
Organisation: Presents their future plans in a well-structured and organised manner.			
Visuals: Uses appropriate visuals to enhance the presentation of their future plans.			
Engagement: Engages the audience with their future plans presentation.			
TOTAL SCORE			

The highest score you can get is 36, and the lowest score is 12.



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately in the poster				
Organisation and presentation of the topic				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score you can get is 28, and the lowest score is 7.

IN-CLASS ASSESSMENT SAMPLE 2



SUBJECT	ENGLISH
GRADE	11
THEME	Future Jobs
LEARNING OUTCOME	E11.1.S1. Students will be able to talk about future plans and predictions.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write the words or phrases that come to mind about 'future jobs' and to make meaningful sentences by using these words or phrases together with 'future jobs', and share them with their classmates.
ASSESSMENT	<p>Part 1: Each correct answer is 1 point. e.g. a renewable energy engineer</p> <p>Part 2: Each meaningful sentence is 2 points. e.g. As a renewable energy engineer, my goal is to design and implement sustainable energy solutions that will help reduce our dependence on fossil fuels.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot write enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>



WORD ASSOCIATION TEST

FUTURE JOBS

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'FUTURE JOBS'.

You will get 1 point for each word / phrase.

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

FUTURE JOBS _____

PART 2

Make a meaningful sentence with each word / phrase you have written in Part 1 and then share them with your classmates.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

7th Sentence _____.

8th Sentence _____.

9th Sentence _____.

10th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 3



SUBJECT	ENGLISH																		
GRADE	11																		
THEME	Future Jobs																		
LEARNING OUTCOME	E11.1.S1. Students will be able to talk about future plans and predictions.																		
COGNITIVE STAGE	Understand																		
RECOMMENDED TIME	40 minutes																		
ASSESSMENT TOOL	Worksheet																		
WHAT IS EXPECTED FROM STUDENTS	Students are expected to give correct answers to the questions about the usage of the future tense.																		
ASSESSMENT	<p>Answers</p> <p>1.</p> <p><u>e</u> 1. We are flying to Rome tomorrow at 7 o'clock. <u>g</u> 2. I will be working on this project at this time next year. <u>h</u> 3. Watch out! You are going to break the glass. <u>d</u> 4. I think they will postpone the meeting. <u>a</u> 5. I will have orange juice, please. <u>f</u> 6. Will you come for dinner on Friday evening? <u>c</u> 7. Don't worry. I'll help you. <u>i</u> 8. I promise I won't let you down. <u>b</u> 9. This tastes delicious. Will you give me the recipe?</p> <p>Possible answers</p> <p>2.</p> <table border="1"> <tbody> <tr> <td>a.</td> <td>I will call my friend and see if he wants to grab a coffee.</td> </tr> <tr> <td>b.</td> <td>Will you please help me carry this heavy box to the car?</td> </tr> <tr> <td>c.</td> <td>I will be happy to help you with your project whenever you need it.</td> </tr> <tr> <td>d.</td> <td>I think he will enjoy the movie, even though he hasn't seen it before.</td> </tr> <tr> <td>e.</td> <td>I am going to meet my friends at the park at 2 p.m.</td> </tr> <tr> <td>f.</td> <td>Will you come to my party next Saturday? It will be a lot of fun.</td> </tr> <tr> <td>g.</td> <td>I will be taking an online course on programming next month.</td> </tr> <tr> <td>h.</td> <td>It's going to rain heavily tonight according to the weather forecast.</td> </tr> <tr> <td>i.</td> <td>I will make sure to return your book before the due date.</td> </tr> </tbody> </table> <p>Each correct answer will be evaluated as 1 point.</p>	a.	I will call my friend and see if he wants to grab a coffee.	b.	Will you please help me carry this heavy box to the car?	c.	I will be happy to help you with your project whenever you need it.	d.	I think he will enjoy the movie, even though he hasn't seen it before.	e.	I am going to meet my friends at the park at 2 p.m.	f.	Will you come to my party next Saturday? It will be a lot of fun.	g.	I will be taking an online course on programming next month.	h.	It's going to rain heavily tonight according to the weather forecast.	i.	I will make sure to return your book before the due date.
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h.	It's going to rain heavily tonight according to the weather forecast.																		
i.	I will make sure to return your book before the due date.																		
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.																		

IN-CLASS ASSESSMENT SAMPLE 3



WORKSHEET

FUTURE JOBS

1. Read the sentences below and write the correct letter for each. Each correct answer will be evaluated as 1 point.

a. spontaneous plan decided at the moment of speaking	b. requests	c. willingness and offers
d. personal predictions without evidence	e. an arrangement or a plan already confirmed with at least one other person and we know the time and place	f. invitations
g. temporary action or event that will be in progress at a particular time in the future	h. certain predictions with evidence	i. promises

- ___ 1. We are flying to Rome tomorrow at 7 o'clock.
 ___ 2. I will be working on this project at this time next year.
 ___ 3. Watch out! You are going to break the glass.
 ___ 4. I think they will postpone the meeting.
 ___ 5. I will have orange juice, please.
 ___ 6. Will you come for dinner on Friday evening?
 ___ 7. Don't worry. I'll help you.
 ___ 8. I promise I won't let you down.
 ___ 9. This tastes delicious. Will you give me the recipe?

2. Make your own sentences about the functions given in the boxes in 'Exercise 1'. Each correct answer will be evaluated as 1 point.

a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	
i.	

IN-CLASS ASSESSMENT SAMPLE 4



SUBJECT	ENGLISH
GRADE	11
THEME	Hobbies and Skills
LEARNING OUTCOME	E11.2.S1. Students will be able to take part in a dialogue about likes, dislikes, interests, and preferences.
COGNITIVE STAGE	Create
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Peer Evaluation
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write a dialogue in pairs and act it out in the group. Then, each pair will evaluate the other pair's performances by filling out the peer evaluation form for speaking.
ASSESSMENT	<p>Students will...</p> <ul style="list-style-type: none"> • read the statements in the form to understand what they are going to evaluate. • follow their friends' conversations carefully and grade each statement according to the rating scale. • add any comment or suggestion in the form if they have any. <p>The maximum score a student will get is 30.</p>
FEEDBACK	The students who get below 15 out of 30 are expected to revise the related words and phrases and practice the pronunciation of these words and phrases. Also, these students are expected to revise the grammar patterns in the theme.



PEER EVALUATION

HOBBIES AND SKILLS

Work in groups of four in two pairs. Each pair prepares a dialogue about likes, dislikes, interests, and preferences. After a pair role-plays their conversation, the other pair evaluates their friends' performances by filling out the peer evaluation form below.

Grading

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	Student's name	Student's name
S/he can pronounce English sounds and words well.		
S/he can make eye contact and use his / her body language effectively during the conversation.		
S/he can use related words and phrases about the theme.		
S/he can use grammatically correct language.		
S/he can act out the conversation without looking at his / her notes.		
The content of the conversation is relevant to the theme.		
TOTAL SCORE:		
Additional comments and suggestions about the role play:		

The highest score a student can get is 30 points, and the lowest score is 6 points.

IN-CLASS ASSESSMENT SAMPLE 5



SUBJECT	ENGLISH
GRADE	11
THEME	Hobbies and Skills
LEARNING OUTCOME	E11.2.S1. Students will be able to take part in a dialogue about likes, dislikes, interests, and preferences.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember words / phrases they are supposed to know about likes, dislikes, interests, and preferences and prepare a short speech using these words / phrases stated in Part 1.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about 'likes, dislikes, interests, and preferences'.</p> <p>e.g. I love, I enjoy, I am good at, etc.</p> <p>The highest score a student can get is 10.</p> <p>Part 2</p> <p>The student's speech will be evaluated with the rating scale given. The highest score a student can get from Part 2 is 40. Students will be given one point for each word / phrase stated in Part 1 if they can successfully use it in their speech. The highest score a student can get from both parts is 50.</p> <p>e.g.</p> <p>Hello, my name is Sarah, and I'd like to talk about my hobbies and skills. One of my favourite hobbies is painting, and I love creating art and expressing my emotions through different colours and textures. I also enjoy playing the guitar. I'm not a professional, but I find it relaxing and it helps me unwind after a long day. Regarding skills, I'm pretty good at cooking and love experimenting with different recipes and ingredients to create unique dishes. I'm also quite organised and enjoy planning and organising events, which has come in handy when planning parties or get-togethers with friends. Overall, painting, playing guitar, cooking, and organising are all things I enjoy doing and have helped me develop different skills over time.</p>
FEEDBACK	<p>If this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are advised to look at the words / phrases of the theme again. Besides, the teachers can get the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words revise the words / phrases about likes, dislikes, interests, and preferences.</p>

IN-CLASS ASSESSMENT SAMPLE 5



WORD ASSOCIATION TEST

HOBBIES AND SKILLS

PART 1

Say / Write the words / phrases that come to your mind when you hear 'LIKES, DISLIKES, INTERESTS, AND PREFERENCES'.

You will get 1 point for each phrase.

- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
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- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____
- LIKES, DISLIKES, INTERESTS, AND PREFERENCES _____

PART 2

Make a two-minute speech in front of your friends about your hobbies and skills using the words / phrases you stated in Part 1.

IN-CLASS ASSESSMENT SAMPLE 5



RATING SCALE

Criteria	Student's Name	Student's Name	Student's Name	Student's Name
Content (10 points)				
Fluency (5 points)				
Vocabulary (10 points)				
Grammar (5 points)				
Pronunciation and Intonation (5 points)				
Clarity and Cohesion (5 points)				
TOTAL SCORE (40 points)				

The highest score a student can get is 40 points, and the lowest score is 6 points.

IN-CLASS ASSESSMENT SAMPLE 6



SUBJECT	ENGLISH
GRADE	11
THEME	Hobbies and Skills
LEARNING OUTCOME	E11.2.W1. Students will be able to write a paragraph about their interests and abilities.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Structured Grid
WHAT IS EXPECTED FROM STUDENTS	Students are expected to complete the dialogues with the appropriate activities using the box numbers on the structured grid.
ASSESSMENT	<p>Answer Key</p> <p>I. 2, 6, 11</p> <p>II. 3, 4, 5, 9</p> <p>III. 6, 7, 8, 10, 12</p> <p>IV. 1, 3, 4, 5, 9</p> <p>Sample Key 1: Suppose that the student answers the first question correctly by writing the box numbers 2, 6, and 11. In this case, C1= The number of correctly chosen boxes, C2= The total number of correct boxes, C3= The number of incorrectly chosen boxes, C4= The total number of incorrect boxes; so, it is; C1 = 3, C2 = 3, C3 = 0, and C4 = 9. The formula will be: $(C1:C2) - (C3:C4) = 3/3 - 0/9 = 1$. When the formula above is applied, it is seen that the result is 1. The result obtained by adding 1 to this value and multiplying by 5 shows the student's score. $(1+1) \cdot 5 = 10$ points</p> <p>Sample Key 2: Suppose that the student answers the first question incorrectly by choosing the boxes '1, 7, and 9'. In this case, C1 = 0, C2 = 3, C3 = 3, and C4 = 9. $(C1:C2) - (C3:C4) = 0/3 - 3/9 = 0 - 0 = -0,33$ When 1 is added to the found value and multiplied by 5, the result is 3,35 (4), which shows the student's overall score.</p>
FEEDBACK	<p>The students who choose the wrong boxes are recommended to revise the vocabulary of the unit.</p> <p>If the boxes are chosen incorrectly by the majority of the class, it is recommended that the teacher revise the vocabulary of the unit and study the dialogues in the book again.</p>



STRUCTURED GRID

HOBBIES AND SKILLS

There are twelve free time activities in the structured grid.
 You are supposed to complete the dialogues using the number of the related boxes.
 You can use the same box as an answer to more than one question.
 Your maximum grade will be 40 if you answer all questions correctly.

1. photography	2. scuba diving	3. knitting
4. writing poems	5. cooking	6. motor racing
7. tennis	8. golf	9. painting
10. chess	11. caving	12. archery

I. Which of the box / boxes above complete / completes the dialogue below?

Student A: I like adrenaline and taking risks, so I would rather do such activities.

Student B: Then, you may try ---- .

II. Which of the box / boxes above complete / completes the dialogue below?

Student A: Spending time at home and creating something new make me relaxed and refreshed.

Student B: So, you are into doing individual activities such as ---- .

III. Which of the box / boxes above complete / completes the dialogue below?

Student A: I am fascinated by your performance. You are really good at ---- .

Student B: Thanks a lot. I can't stand losing, so I do my best to beat my rivals.

IV. Which of the box / boxes above complete / completes the dialogue below?

Student A: As a person with an aesthetic sense, I am keen on doing activities like ---- .

Student B: I think you are gifted in all of them, too.

IN-CLASS ASSESSMENT SAMPLE 7



SUBJECT	ENGLISH
GRADE	11
THEME	What a Life!
LEARNING OUTCOME	E11.4.L2. Students will be able to put the past events in order in a recorded text / video.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions (statements) after listening to an interview with the famous tennis player, Roger Federer.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching an exit. In order to get 3 full points, the students must reach the 4th Exit.</p> <p>Part 1</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'T' for the 1st proposition (statement), they make the right choice and reach the 2nd proposition (statement). When they choose 'F' for the 2nd proposition (statement), students make the right choice and reach the 5th proposition (statement). When they choose 'F' for the 5th proposition (statement), they make the right choice and reach the 4th Exit, which is the correct answer. In this case, the students make 3 correct choices and get 3 points.</p> <p>Part 2</p> <p>The students who choose exits other than the 4th Exit make the wrong choices. For example, when a student chooses 'F' for the first proposition (statement), s/he makes the wrong choice and reaches the 3rd proposition (statement). When s/he chooses 'T' for the 3rd proposition (statement), s/he makes the correct choice and reaches the 6th proposition (statement). When s/he chooses 'T' for the 6th proposition (statement), s/he makes the correct choice but reaches the 5th Exit, which is the wrong exit. In this case, the student makes 2 correct choices and 1 wrong choice and gets 2 points.</p>
FEEDBACK	<p>If a student reaches a wrong exit, it is recommended that they listen to the interview with the famous tennis player, Roger Federer again.</p> <p>If the majority of the class reaches the wrong exits, it is recommended that the teacher guide the students to improve their listening skills on past events.</p>

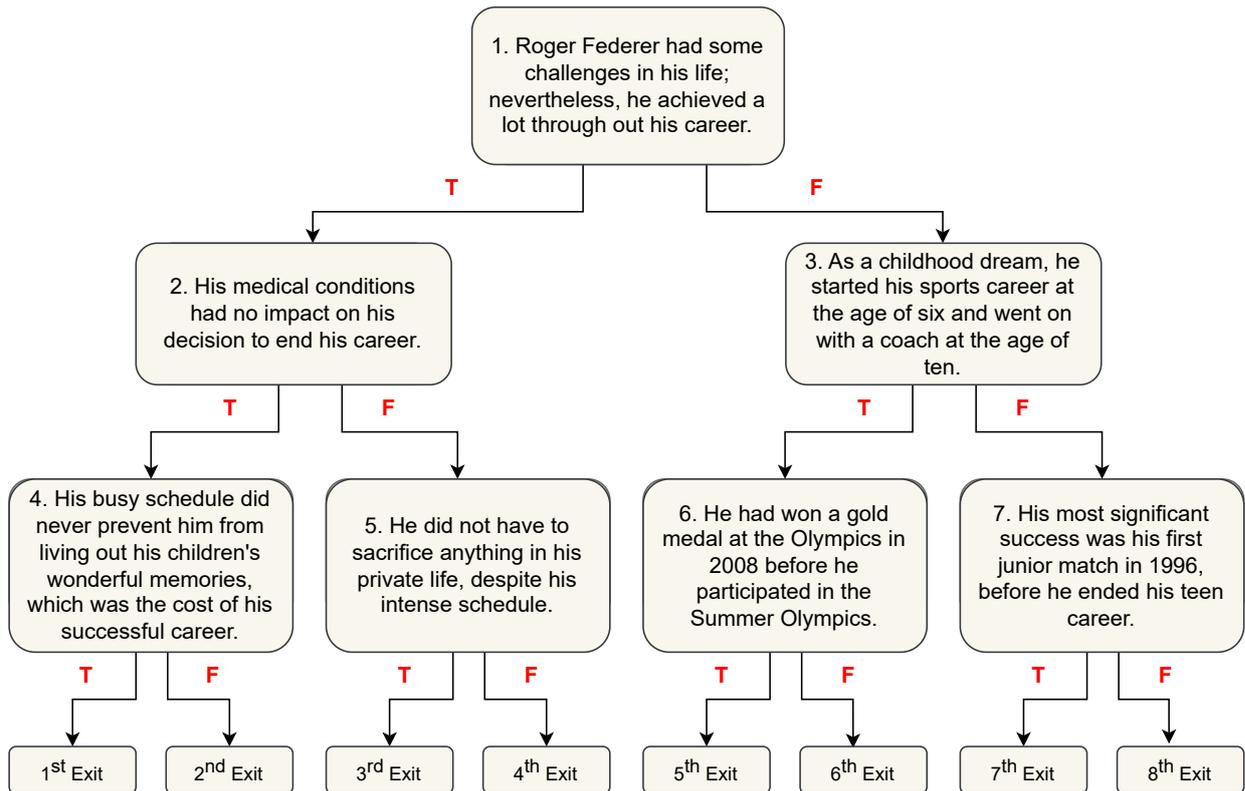


DIAGNOSTIC TREE

WHAT A LIFE!

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about the interview with the famous tennis player, Roger Federer. You will listen to the interview. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the first proposition (statement).

You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3 points.



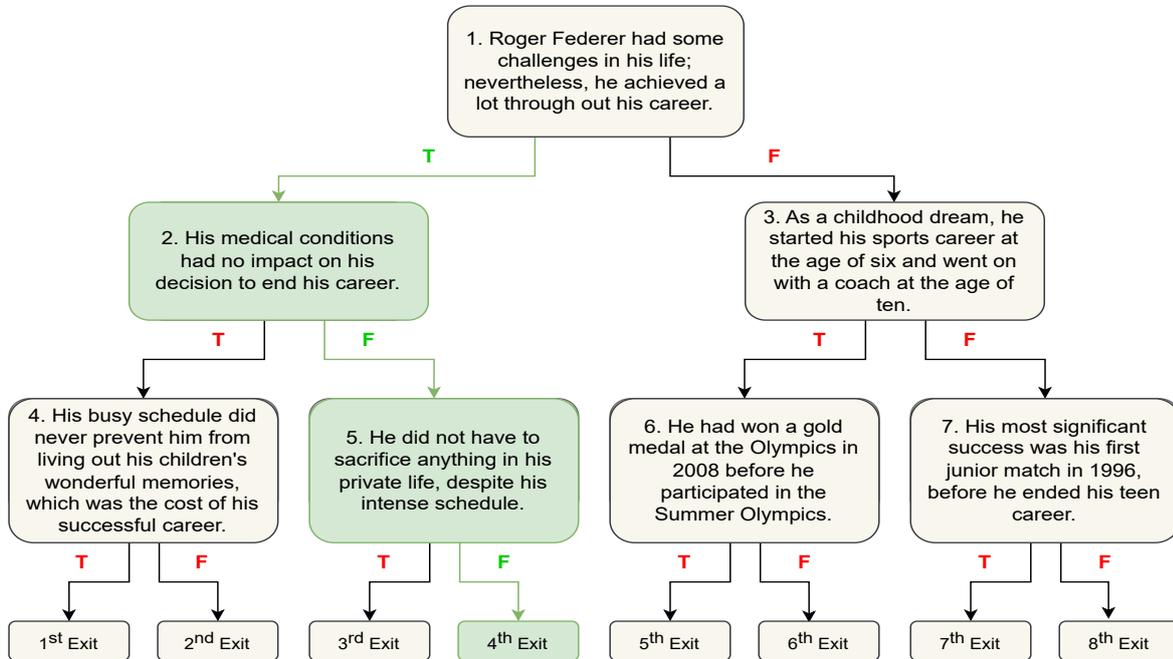


ANSWER KEY

WHAT A LIFE!

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about the interview with the famous tennis player, Roger Federer. You will listen to the interview. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exits points by choosing True (T) / False (F) starting from the first proposition (statement).

You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3 points.





AUDIO SCRIPT

Interviewer: Good evening, everyone! Today, we welcome one of the greatest tennis players of all time, Roger Federer. Hello, Roger! It is a great honour to host such an amazing player in our programme. You have been prolific throughout your career, but last week, you announced that you might end your career. What made you take this decision?

Roger Federer: Well, as you know, the last three years have been difficult for me due to injuries and surgeries. I have put a lot of effort into being competitive again, but I am also aware of my body's limitations and capabilities. In the past twenty-four years, I've played over one thousand and five hundred games, but now I have to decide whether to put an end to my sports career.

Interviewer: Like most people, I would like to learn the beginning of your story. How did you start playing tennis?

Roger Federer: Tennis was my childhood dream. I started playing tennis when I was six. Three years later, I took group lessons and then I started working with a coach at the age of ten.

Interviewer: Do you remember your first match?

Roger Federer: Of course! How can I forget? I played my first junior match in 1996 when I was fourteen, but my main achievement came later, in 1998, when I won both the boys' singles and doubles finals at Wimbledon. I had become an ITF junior World Champion before I ended my career as a teenager.

Interviewer: I think we can say that you are a natural talent! What about your senior years?

Roger Federer: I had won my first grand slam title at the age of 21 at Wimbledon before I won the gold medal at the Olympics in 2008. In the 2012 Summer Olympics, I brought a silver medal to my country. Between 2004 and 2018, I won six singles titles at the Australian Open.

Interviewer: I know that you love being with your family a lot. Was it hard to make time for your family through all these achievements?

Roger Federer: Oh, actually, it was really hard! In 2009, our twin boys were born while I was training for the upcoming matches. I wanted to be with my family, but it was impossible because of my schedule that year. I missed out on many good things in my children's lives. I had to sacrifice a lot; everything comes with a price.

Interviewer: I guess you are right. Lastly, would you like to give any success tips for enthusiastic new beginners?

Roger Federer: It's crystal clear that success requires blood, sweat, and tears. They should work very hard and focus on what they are doing in the present. It's important to see the good things that you have done. Don't put yourself under unnecessary pressure. Even if things go wrong, try to stay positive and control your emotions. And never give up! Always pursue your dreams.

Interviewer: Thank you for being with us, Roger.

Roger Federer: My pleasure. Thanks for having me.

IN-CLASS ASSESSMENT SAMPLE 8



SUBJECT	ENGLISH
GRADE	11
THEME	What a Life!
LEARNING OUTCOME	E11.4.L2. Students will be able to put the past events in order in a recorded text / video.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test *
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write down the words / phrases that come to mind about one of their greatest accomplishments in the past and to make meaningful sentences by using them.
ASSESSMENT	<p>Part 1 Students will get 1 point for each word / phrase about one of their greatest accomplishments in the past. e.g. swimming race</p> <p>Part 2 Students will get 2 points for each meaningful sentence about one of their greatest accomplishments in the past. e.g. When I was in middle school, I started training for a swimming race with a coach.</p>
FEEDBACK	This assessment tool is used to find out how ready students are for a subject before teaching it. If they have difficulty in carrying out the task, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.

* Since this assessment tool is designed to measure students' readiness levels for the subject, it is recommended to be used as a pre-listening activity.

IN-CLASS ASSESSMENT SAMPLE 8



WORD ASSOCIATION TEST

WHAT A LIFE!

PART 1

Write the words / phrases that come to your mind when you hear the phrase '**YOUR GREATEST ACCOMPLISHMENT IN THE PAST**'.

You will get 1 point for each word / phrase.

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

YOUR GREATEST ACCOMPLISHMENT IN THE PAST _____

PART 2

Make meaningful sentences with each word / phrase you have written in Part 1 to form a paragraph by paying attention to the order of the events.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 9



SUBJECT	ENGLISH																								
GRADE	11																								
THEME	What a Life!																								
LEARNING OUTCOME	E11.4.L2. Students will be able to put the past events in order in a recorded text / video.																								
COGNITIVE STAGE	Understand																								
RECOMMENDED TIME	25 minutes																								
ASSESSMENT TOOL	Worksheet																								
WHAT IS EXPECTED FROM STUDENTS	Students are expected to give correct answers to the questions after listening to an interview with the famous tennis player, Roger Federer.																								
ASSESSMENT	<p>Students will get 1 point for each correct answer.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th>A)</th> <th>B)</th> <th>C)</th> </tr> </thead> <tbody> <tr> <td>1. capability</td> <td>1. b</td> <td>1. a</td> </tr> <tr> <td>2. upcoming</td> <td>2. e</td> <td>2. b</td> </tr> <tr> <td>3. achievement</td> <td>3. c</td> <td>3. b</td> </tr> <tr> <td>4. prolific</td> <td>4. d</td> <td></td> </tr> <tr> <td>5. competitive</td> <td>5. a</td> <td></td> </tr> <tr> <td>6. enthusiastic</td> <td></td> <td></td> </tr> <tr> <td>6 · 1= 6 points</td> <td>5 · 1= 5 points</td> <td>3 · 1= 3 points</td> </tr> </tbody> </table> <p>The highest score that a student can get is 14.</p>	A)	B)	C)	1. capability	1. b	1. a	2. upcoming	2. e	2. b	3. achievement	3. c	3. b	4. prolific	4. d		5. competitive	5. a		6. enthusiastic			6 · 1= 6 points	5 · 1= 5 points	3 · 1= 3 points
A)	B)	C)																							
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3. achievement	3. c	3. b																							
4. prolific	4. d																								
5. competitive	5. a																								
6. enthusiastic																									
6 · 1= 6 points	5 · 1= 5 points	3 · 1= 3 points																							
FEEDBACK	<p>If students give wrong answers to the exercises, it is recommended that they listen to the interview with the famous tennis player, Roger Federer, again.</p> <p>If the majority of the students give wrong answers, it is recommended that the teacher make the students listen to the text again. Then, s/he gives prompts to the students to elicit the correct answers.</p>																								

IN-CLASS ASSESSMENT SAMPLE 9



WORKSHEET

WHAT A LIFE!

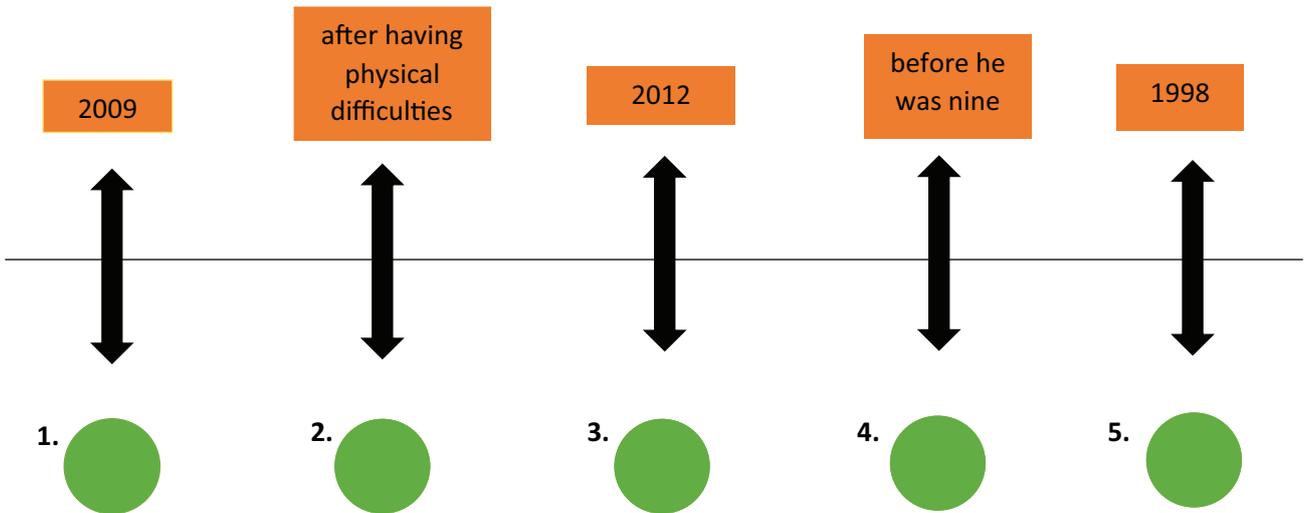
A) Listen to the interview and find the synonyms of the given words.

- | | |
|----------------------------|-------|
| 1. facility, potential | _____ |
| 2. approaching, future | _____ |
| 3. triumph, accomplishment | _____ |
| 4. fertile, productive | _____ |
| 5. ambitious | _____ |
| 6. eager, keen | _____ |



B) Listen to the interview and write the letters of the sentences under the time expressions.

- His main accomplishment came at the age of sixteen, when he won the Wimbledon finals.
- During the time that he was preparing for the forthcoming matches, his family expanded.
- Four years after he had won a gold medal at the Olympics, he won a silver medal.
- He was training for tennis individually.
- It was impossible for him to continue playing tennis at a professional level.



IN-CLASS ASSESSMENT SAMPLE 9



C) Circle the meanings of the underlined phrases / idioms below, considering the interview you have listened to.

1. My mum always reminds me that success requires blood, sweat, and tears, and she adds that after a lot of hardship, it is time to harvest the fruits.

- a. extremely hard work, or the greatest effort possible, in order to achieve something
- b. an injury that gives you great pain afterwards

2. I was put under so much pressure that I suffered a heart attack and had to quit my job.

- a. stuck under a very heavy object without any possibility of motion
- b. in a state of stress or anxiety because of having too much to do

3. You can pursue your dreams no matter what challenges stand in your way if you have the appropriate mindset, desire, and ambition.

- a. to do whatever others tell you to do without considering the outcomes
- b. to work toward which one most desires or hopes to do, have, or accomplish in life



AUDIO SCRIPT

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Roger Federer: Well, as you know, the last three years have been difficult for me due to injuries and surgeries. I have put a lot of effort into being competitive again, but I am also aware of my body's limitations and capabilities. In the past twenty-four years, I've played over one thousand and five hundred games, but now I have to decide whether to put an end to my sports career.

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Roger Federer: Oh, actually, it was really hard! In 2009, our twin boys were born while I was training for the upcoming matches. I wanted to be with my family, but it was impossible because of my schedule that year. I missed out on many good things in my children's lives. I had to sacrifice a lot; everything comes with a price.

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Roger Federer: It's crystal clear that success requires blood, sweat, and tears. They should work very hard and focus on what they are doing in the present. It's important to see the good things that you have done. Don't put yourself under unnecessary pressure. Even if things go wrong, try to stay positive and control your emotions. And never give up! Always pursue your dreams.

Interviewer: Thank you for being with us, Roger.

Roger Federer: My pleasure. Thanks for having me.

IN-CLASS ASSESSMENT SAMPLE 10



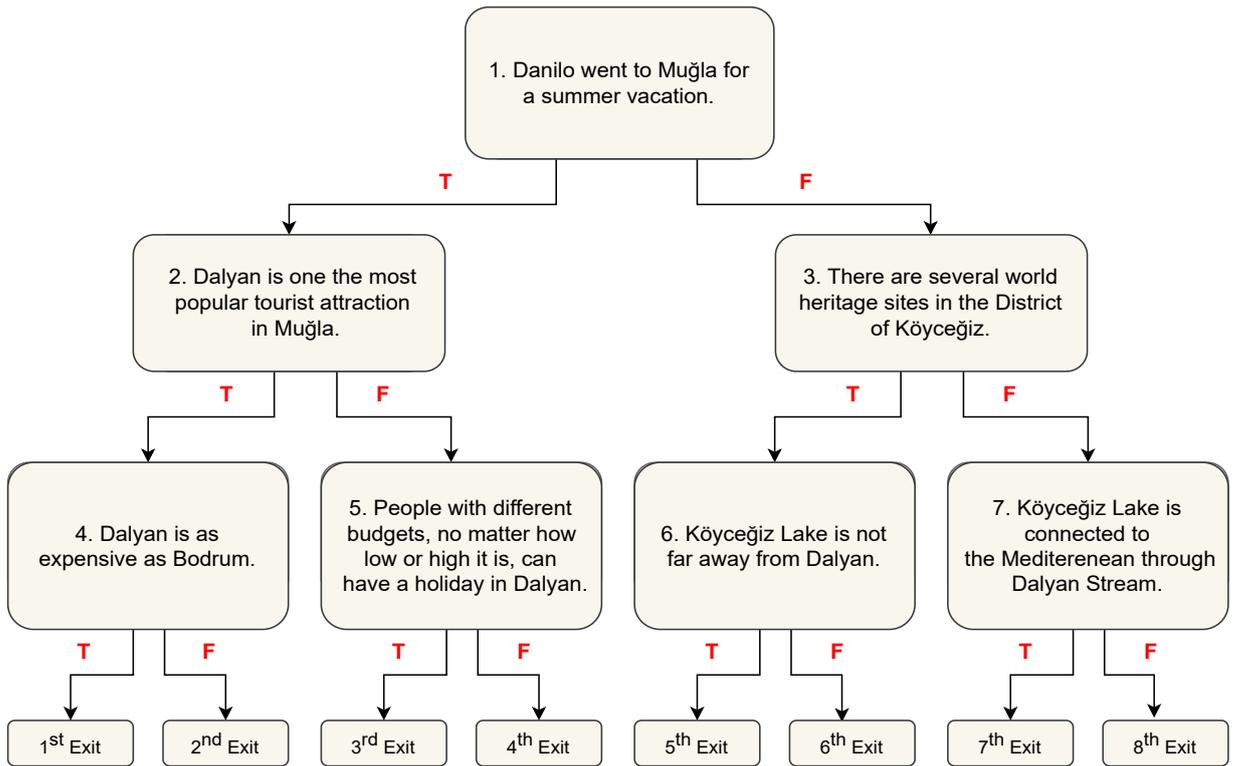
SUBJECT	ENGLISH
GRADE	11
THEME	Facts About Türkiye
LEARNING OUTCOME	E11.7.L1. Students will be able to recognise information about the description of a monument or a historic site in a recorded text.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions (statements) regarding the description of a tourist attraction in Türkiye.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 3rd Exit.</p> <p>Part 1</p> <p>A student who reaches Exit 3 makes the right choice by choosing 'T' for the 1st proposition (statement) and reaches the 2nd proposition. By choosing 'F' for the 2nd proposition (statement), s/he makes the right choice and reaches the 5th proposition (statement). S/he makes the right choice by choosing 'T' for the 5th proposition (statement). In this case, the student makes 3 correct choices and gets 3 points.</p> <p>Part 2</p> <p>A student reaching Exit 2 makes the right choice by choosing 'T' for the 1st proposition (statement) and reaches the 2nd proposition (statement). By choosing 'T' for the 2nd proposition (statement), s/he makes the wrong choice and reaches 4th proposition (statement). Then, s/he makes the wrong choice by choosing 'F' for the 4th proposition (statement). In this case, the student makes 1 right and 2 wrong choices and gets 1 point.</p>
FEEDBACK	<p>Students who reach the wrong exit are recommended to revise the words / phrases that they are supposed to know about tourist attractions.</p> <p>Considering the achievements of the majority of the class, it is recommended that studies should be carried out to eliminate them if incomplete or incorrect learning and misconceptions occur.</p>



DIAGNOSTIC TREE FACTS ABOUT TÜRKİYE

You will listen to a conversation about popular tourist attractions in Türkiye, and below is a diagnostic tree containing True (T) / False (F) propositions (statements) about it. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the first proposition (statement).

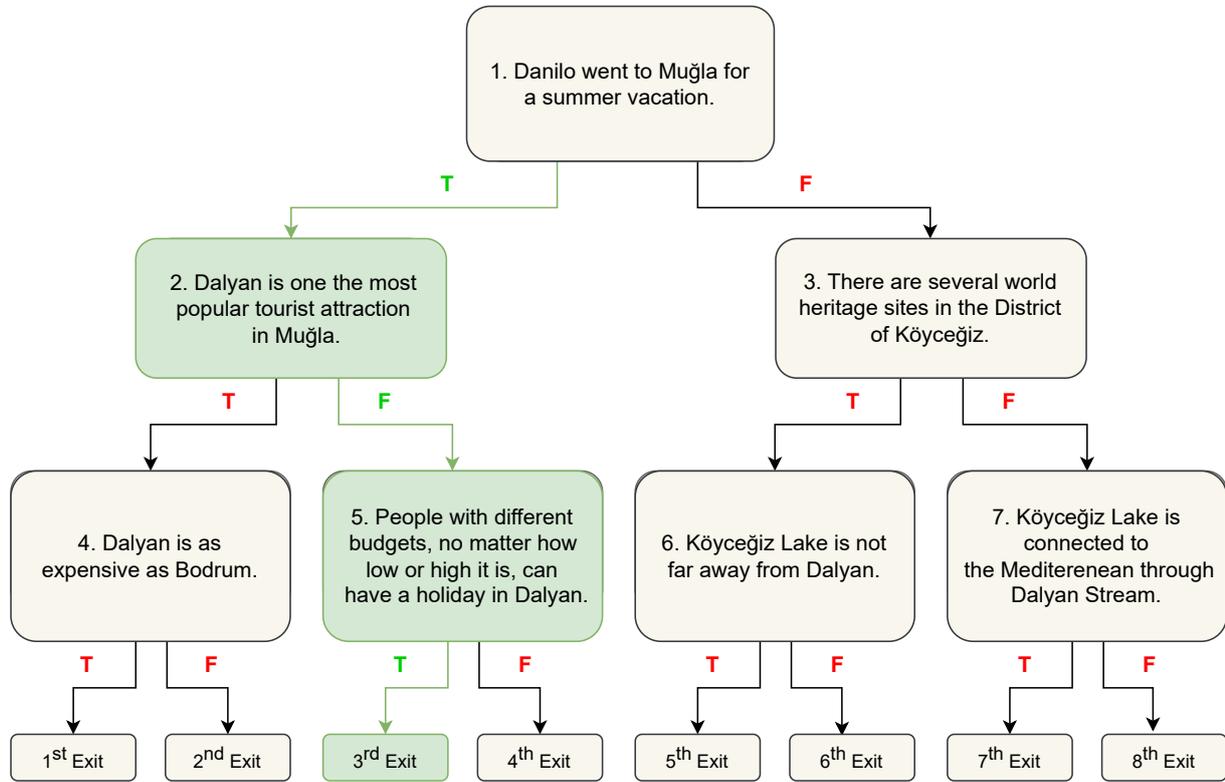
You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3 points.





ANSWER KEY

FACTS ABOUT TÜRKİYE



AUDIO SCRIPT

Anna: Hi, Danilo! Welcome back from summer vacation. Did you have a good time in Muğla?

Danilo: Yes, it was a great holiday. Muğla is the most exciting city I have ever visited.

Anna: Where were you exactly?

Danilo: I was in Dalyan, Muğla. It is one of the most popular destinations for travellers all around the world. It is also as big as another tourist attraction, Antalya, on the western Mediterranean coast.

Anna: What do you like most in Dalyan then?

Danilo: First of all, Dalyan is not as expensive as Bodrum. There are both luxurious hotels and apart-hotels there, so it is an ideal holiday destination with many alternatives for every budget. The town is located by Köyceğiz Lake and 15 km away from İztuzu-Caretta Caretta Beach.

Anna: That sounds fascinating! Well, is there a historic site in Dalyan?

Danilo: Yeah, there is a world heritage within the boundaries of the District of Köyceğiz, and it is located in the face of Dalyan City and on the right shores of Dalyan Stream which connects Köyceğiz Lake to the Mediterranean.

Anna: Wow, incredible! I am eager to visit that ancient city. How about the weather conditions?

Danilo: It is hot and dry during the summer. And, there are also some mosquitoes, but they are not dangerous. It is a typical Mediterranean climate.

Anna: I wish I could go there one day.

Danilo: Why not! I will definitely go there again.

IN-CLASS ASSESSMENT SAMPLE 11



SUBJECT	ENGLISH
GRADE	11
THEME	Facts about Türkiye
LEARNING OUTCOME	E11.7.L1. Students will be able to recognise information about the description of a monument or a historic site in a recorded text.
COGNITIVE STAGE	Remember
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about tourist attractions in Türkiye.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about 'tourist attractions in Türkiye'. e.g. The Hagia Sophia</p> <p>Part 2</p> <p>Students will get 2 points for each meaningful sentence about 'tourist attractions in Türkiye'. e.g. The Hagia Sophia is visited by many thousands of tourists every year.</p>
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can elicit the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words recall the words / phrases about tourist attractions in Türkiye.



WORD ASSOCIATION TEST

TOURIST ATTRACTIONS IN TÜRKİYE

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'TOURIST ATTRACTIONS IN TÜRKİYE'.

You will get 1 point for each word.

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

TOURIST ATTRACTIONS IN TÜRKİYE _____

PART 2

Make a meaningful sentence with each word / phrase you have written in Part 1.

You will get 2 points for each meaningful sentence.

1st Sentence _____.

2nd Sentence _____.

3rd Sentence _____.

4th Sentence _____.

5th Sentence _____.

6th Sentence _____.

7th Sentence _____.

8th Sentence _____.

9th Sentence _____.

10th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 12



SUBJECT	ENGLISH
GRADE	11
THEME	Facts about Türkiye
LEARNING OUTCOME	E11.7.S1. Students will be able to give a presentation on a monument or historical site.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases / sentences / questions that they are supposed to know about historical sites / tourist attractions in Türkiye.
ASSESSMENT	Performance Assessment Scale Poster Assessment Scale
FEEDBACK	Considering the results of the assessments, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.



PERFORMANCE ASSESSMENT

TOURIST ATTRACTIONS IN TÜRKİYE

Instruction:

In this task, you are expected to...

- search for the historical sites / tourist attractions in Türkiye.
- choose the one you want to learn about more.
- find its most striking features.
- prepare a brochure as a final product.
- present it to the class.

Before you start:

After searching the Net, fill in the table with the related information.

What is the name of the tourist attraction?	
Where is it?	
To which century / year / period does it date back?	
What is it well-known for?	
Is it on the UNESCO World Heritage List? If yes, when was it added to the list?	
How many people visit this tourist attraction annually?	
What is the best time to visit it?	
Why is it striking for you?	

During the activity:

By using the information in the table, prepare a brochure that describes the tourist attraction / historical site you have chosen. Remember to add photos to make it seem more attractive.

You have 15 minutes to present your brochure to your classmates.

IN-CLASS ASSESSMENT SAMPLE 12



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Using the material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 24, and the lowest score is 6.

POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures or graphics				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score that can be obtained from this poster assessment scale is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 13



SUBJECT	ENGLISH
GRADE	11
THEME	Sports
LEARNING OUTCOME	E11.8.S1. Students will be able to exchange opinions about outdoor / extreme sports.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to express the words / phrases that they are supposed to know about outdoor sports.
ASSESSMENT	<p>Part 1 Each correct answer is 1 point. e.g. skydiving</p> <p>Part 2 Each meaningful sentence is 2 points. e.g. I tried zorbing in Antalya last summer. You must have appropriate equipment to try skydiving. I've attended a course to learn how to do bungee jumping.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>



WORD ASSOCIATION TEST

OUTDOOR SPORTS

PART 1

Say and write the words / phrases that come to your mind when you hear the phrase 'OUTDOOR SPORTS'.
You will get 1 point for each word / phrase.

- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____
- OUTDOOR SPORTS _____

PART 2

Make a meaningful sentence with each word / phrase you have written in Part 1.
You will get 2 points for each meaningful sentence. Share them in class.

- 1st Sentence _____.
- 2nd Sentence _____.
- 3rd Sentence _____.
- 4th Sentence _____.
- 5th Sentence _____.
- 6th Sentence _____.
- 7th Sentence _____.
- 8th Sentence _____.
- 9th Sentence _____.
- 10th Sentence _____.



SUBJECT	ENGLISH
GRADE	11
THEME	Sports
LEARNING OUTCOME	E11.8.S1. Students will be able to exchange opinions about outdoor / extreme sports
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Concept Map
WHAT IS EXPECTED FROM STUDENTS	Students are expected to say and write the following concepts in the gaps in the concept map to form meaningful sentences.
ASSESSMENT	<p>Each correctly placed phrase will be evaluated as 1 point. Since there are 10 concepts in the concept map; $10 \cdot 1=10$ points</p> <p>The highest score a student can get is 10 points.</p> <p>In the speaking part, each criteria has a scale between 1–4 points. There are 7 criteria, so the highest score is 28 while the lowest score is 7 points.</p>
FEEDBACK	<p>Students who misplace the given expressions are recommended to revise the given concept map.</p> <p>If phrases are misplaced by the majority of the class, it is recommended that the teacher re-teach the topic.</p>

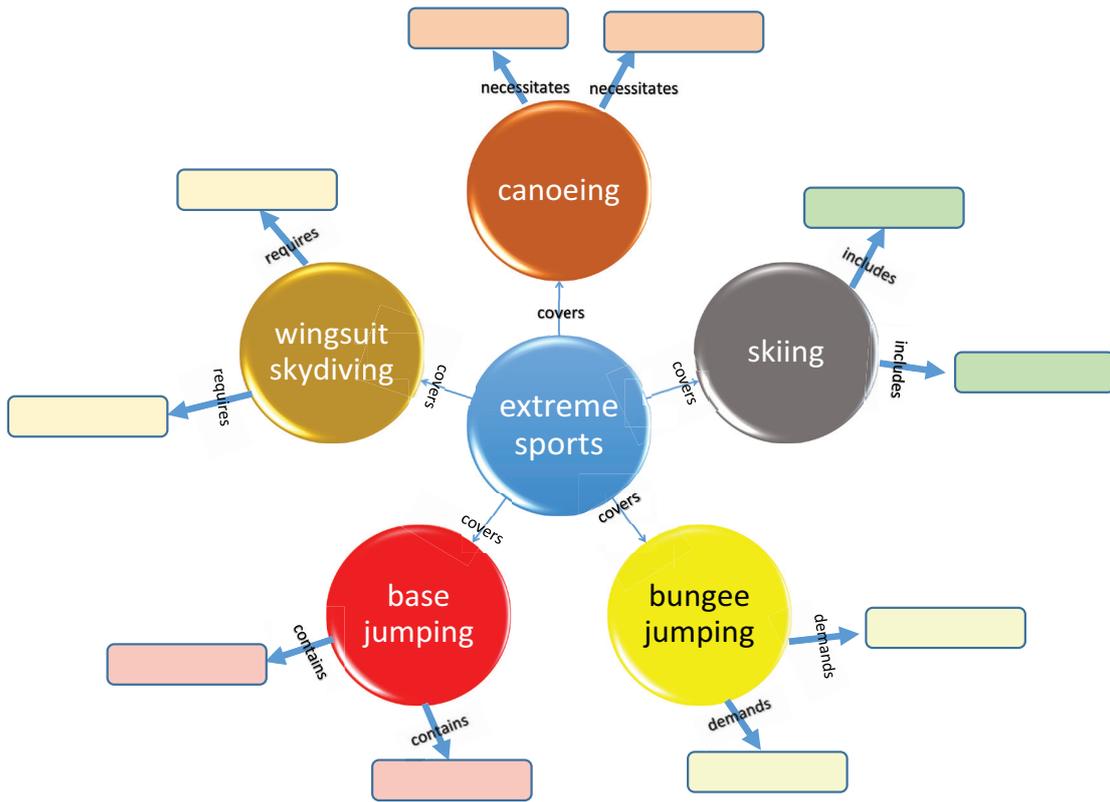


CONCEPT MAP
EXTREME SPORTS

The concepts and concept map framework related to extreme sports are given below. Say and write the following concepts in the gaps in the concept map to form meaningful sentences.

Each correctly placed concept will be evaluated as 1 point. The highest score you can get is 10.

CONCEPTS ABOUT EXTREME SPORTS	
antenna	paddle
bay	rebound
cliff	steep mountain slopes
elastic chord	ungroomed snow
parachute	wingsuit



IN-CLASS ASSESSMENT SAMPLE 14



Speaking

Create groups consisting of 4 students and ask questions to each other about extreme sports and required equipment. Try to form meaningful sentences using the concept map.

	Very good (4)	Good (3)	Average (2)	Needs Improvement (1)
Creativity				
Content				
Vocabulary usage				
Fluency and Pronunciation				
Grammar usage				
Organisation				
Body language and eye contact				
TOTAL SCORE				

The highest score is 28 while the lowest score is 7 points.

Speaking Example:

Harry: Have you tried any extreme sports?

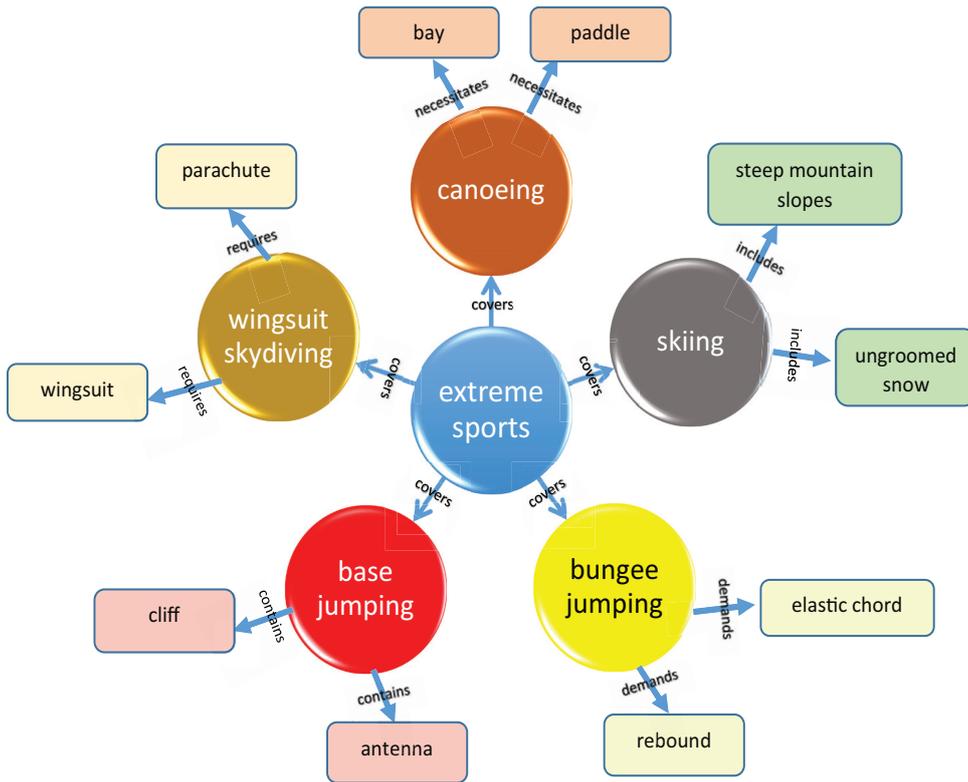
Jason: Yeah, I've tried a few. What about you?

Harry: I'm interested in trying them out. Any recommendations?

Jason: Surfing and skateboarding are awesome. For gear, you'll need a surfboard and wetsuit for surfing, and a skateboard and safety gear for skateboarding. Just remember to prioritize safety and have fun!



**ANSWER KEY
EXTREME SPORTS**



IN-CLASS ASSESSMENT SAMPLE 15



SUBJECT	ENGLISH
GRADE	11
THEME	Extreme Sports
LEARNING OUTCOME	E11.8.S1. Students will be able to exchange opinions about outdoor / extreme sports.
COGNITIVE STAGE	Create
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to prepare a poster by using some tips and share their posters with the class in the form of an oral presentation.
ASSESSMENT	Rating scale Poster assessment scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.

IN-CLASS ASSESSMENT SAMPLE 15



PERFORMANCE ASSESSMENT

Instruction:

You are expected to prepare a poster about six extreme sports in terms of their danger level, place, protective measures, and equipment and then present your poster with the class in the form of an oral presentation.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the poster, you should pay attention to the following:

- danger level
- equipment
- place
- protective measures

You can explain them in terms of their distinctive features. You may use vocabulary items related to extreme sports such as:

harness, helmet, wetsuit, paddle, board, rope, parachute, goggles, glove, adrenaline, land, air, water, high danger level, medium danger level, low danger level, oxygen tank, mask, wingsuit, pad, etc.

You have a maximum of 10 minutes to present your poster in the class.



RATING SCALE

Criteria	Very good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Preparing a well-organised poster				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
Using related vocabulary effectively				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 15



POSTER ASSESSMENT SCALE

Criteria	Very good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures and graphics				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score that can be obtained from this poster assessment scale is 32, and the lowest score is 8.

12.

SINIF

Seçilen Kazanımlar ve Geliştirilen Ölçme Araçları

KAZANIM	ÖLÇME ARACI
E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.	Diagnostic Tree
	Concept Map
	Worksheet
E12.6.S2. Students will be able to act out a self-prepared dialogue about requests / favours.	Peer Evaluation
	Performance Assessment
	Word Association Test
E12.8.S1. Students will be able to make complaints and offer solutions to environmental / energy problems.	Performance Assessment
	Word Association Test
E12.8.R2. Students will be able to analyse a reading passage to find out solutions to environmental problems.	Diagnostic Tree
E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.	Performance Assessment
	Word Association Test
	Concept Map
E12.10.S1. Students will be able to express regrets, wishes, and apologies.	Peer Evaluation
	Performance Assessment
	Word Association Test

IN-CLASS ASSESSMENT SAMPLE 1



SUBJECT	ENGLISH
GRADE	12
THEME	Music
LEARNING OUTCOME	E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions regarding 'people's music preferences'.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 1st Exit.</p> <p>Part 1</p> <p>The students must follow these steps in order to reach the correct exit: When the students choose 'T' for the 1st proposition (statement), they make the right choice and reach the 2nd proposition (statement). When they choose 'T' for the 2nd proposition (statement), students make the right choice and reach the 4th proposition (statement). When they choose 'T' for the 4th proposition (statement), they make the right choice and reach the 1st Exit, which is the correct answer. In this case, the students make 3 correct choices and get 3 points.</p> <p>Part 2</p> <p>The students who choose exits other than the 1st Exit make the wrong choices. For example, when a student chooses 'F' for the 1st proposition (statement), s/he makes the wrong choice and reaches the 3rd proposition (statement). When s/he chooses 'T' for the 3rd proposition (statement), s/he makes the correct choice and reaches the 6th proposition (statement). When s/he chooses 'T' for the 6th proposition (statement), s/he makes the correct choice but reaches the 5th Exit, which is the wrong answer. In this case, the student makes 2 correct choices and 1 wrong choice and gets 2 points.</p>
FEEDBACK	<p>Students who reach the wrong exits are recommended to review the topic of 'people's music preferences'.</p> <p>Considering the achievements of the majority of the class, it is recommended that studies should be carried out to eliminate them if incomplete or incorrect learning and misconceptions occur.</p>



DIAGNOSTIC TREE

MUSIC

Zack : Hey, have you heard any good music lately?

Sophie : Yeah, I have. I've been listening to a lot of indie rock lately.

Zack : Oh, cool. I'm not really familiar with that genre. What kind of bands do you like?

Sophie : Well, I prefer bands with female lead singers. I really like the energy they bring to the music.

Zack : That's interesting. I personally prefer music that's a bit more mellow. I like listening to acoustic singer-songwriters.

Sophie : Oh, I see. That's not really my thing. I like music with a lot of energy and electric guitars.

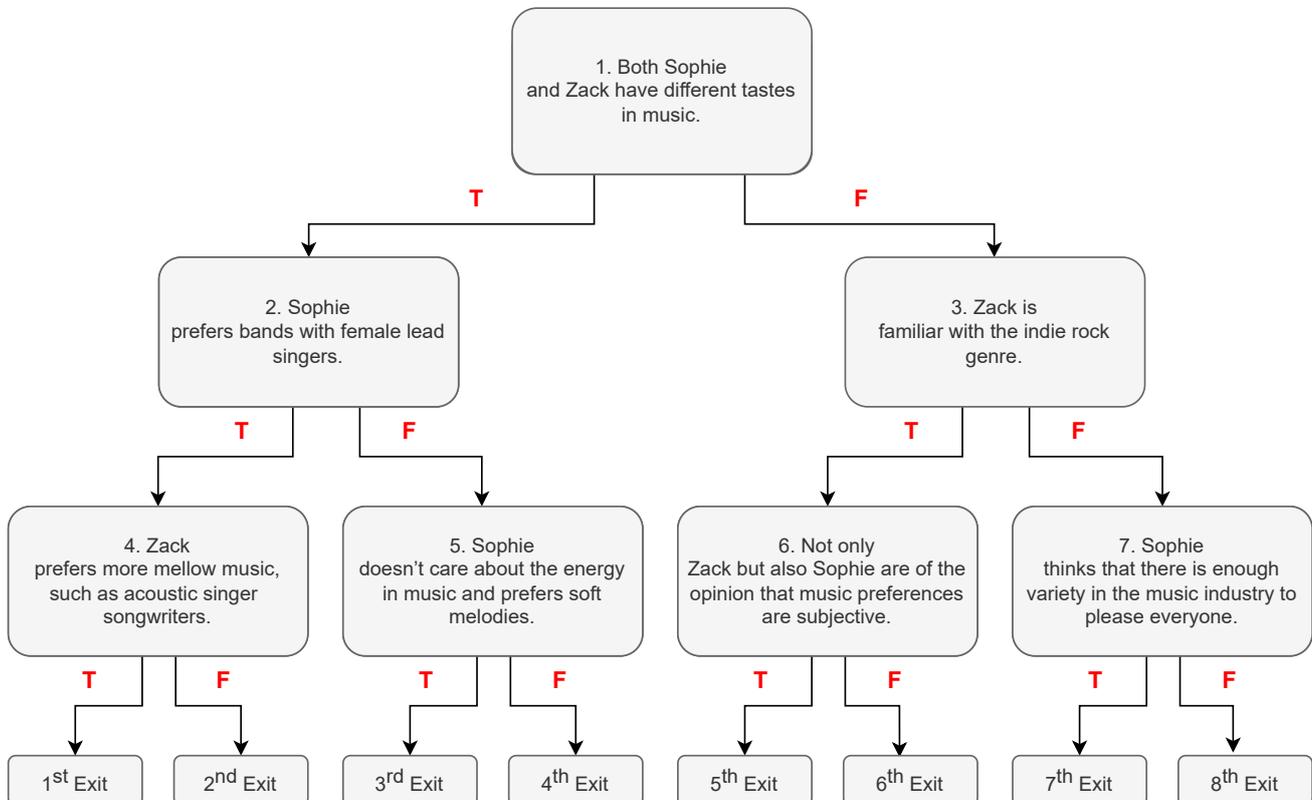
Zack : I can see why. I think music preferences are really personal. It's all about what speaks to you.

Sophie : Yeah, I totally agree. And the great thing about music is that there's something out there for everyone.

Zack : Definitely. I think that's what makes it so universal. No matter what kind of music you prefer, there's always something to connect with.

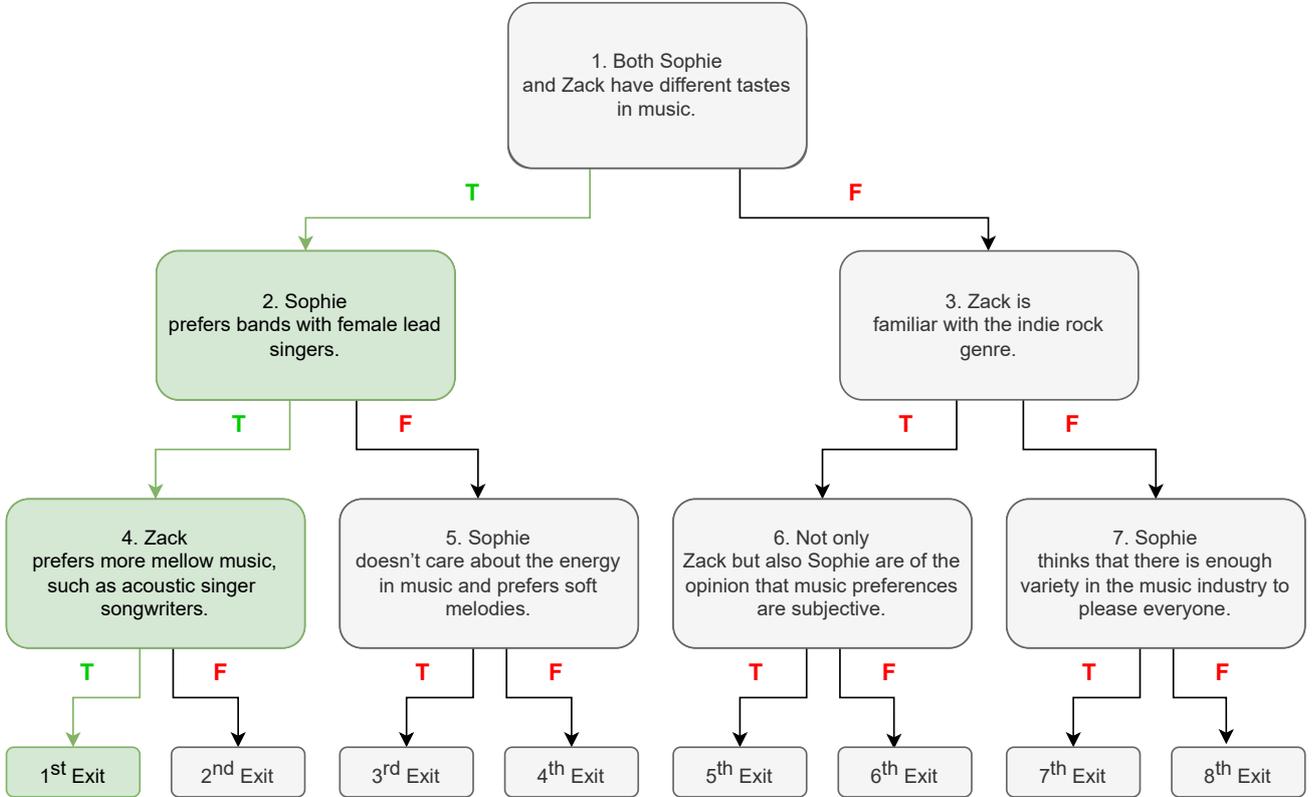
Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about the dialogue you have read. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the proposition (statement).

You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3.





ANSWER KEY
MUSIC



IN-CLASS ASSESSMENT SAMPLE 2



SUBJECT	ENGLISH
GRADE	12
THEME	Music
LEARNING OUTCOME	E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Concept Map
WHAT IS EXPECTED FROM STUDENTS	Students are expected to read the given information in the conceptual map and fill in the blanks with the given words in an appropriate way.
ASSESSMENT	<p>Each correctly placed phrase will be evaluated as 1 point. Since there are 28 concepts in the concept map; $27 \cdot 1 = 28$ points The highest score a student can get is 28 points.</p>
FEEDBACK	<p>Students who misplace the given words are recommended to revise the words about music. If the given words are misplaced by the majority of the class, it is recommended that the teacher re-teach the topic.</p>

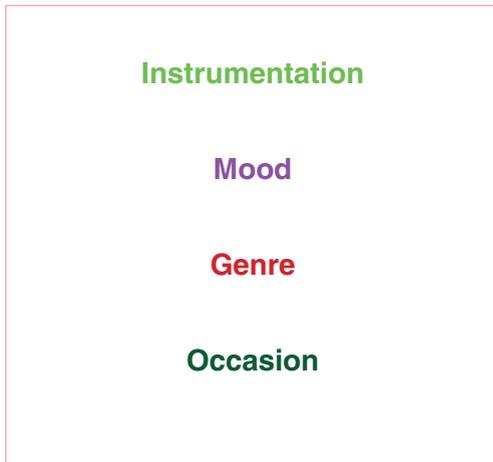


CONCEPT MAP

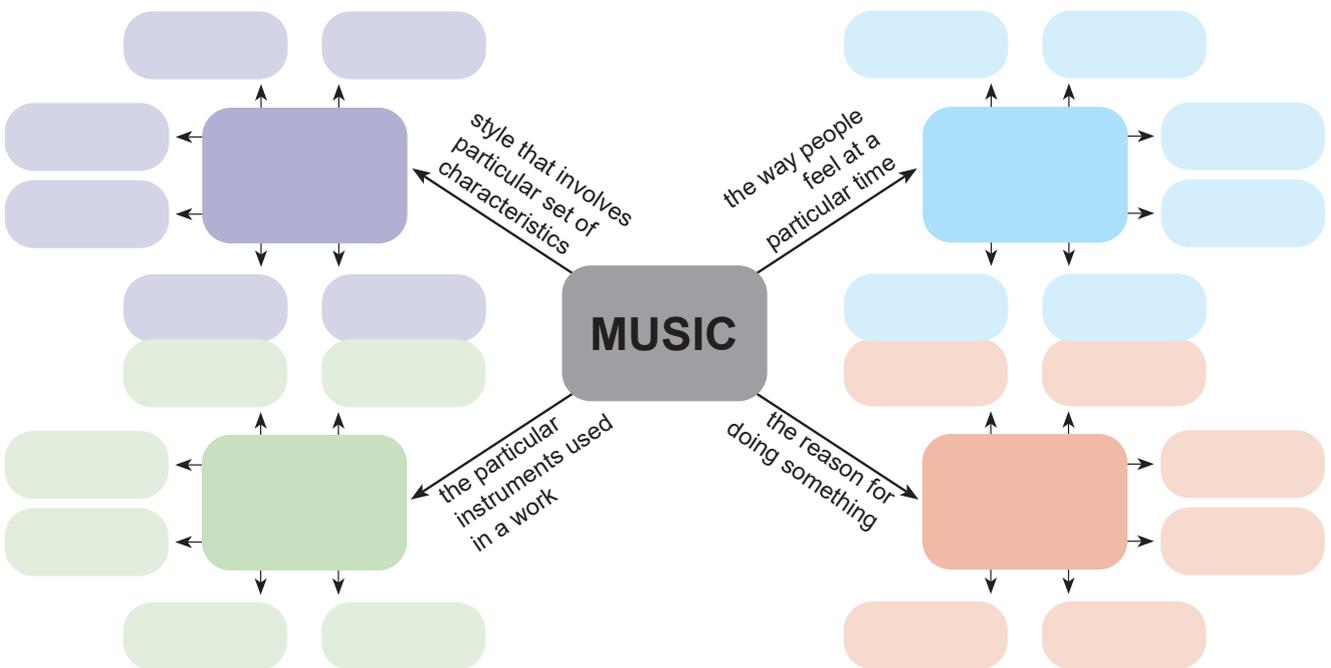
EXPRESSING PREFERENCES

The words and concept map framework related to music are given below.

Put the given words in the boxes into the concept map. Each correctly placed word will be evaluated as 1 point. The highest score you can get is 28 points.



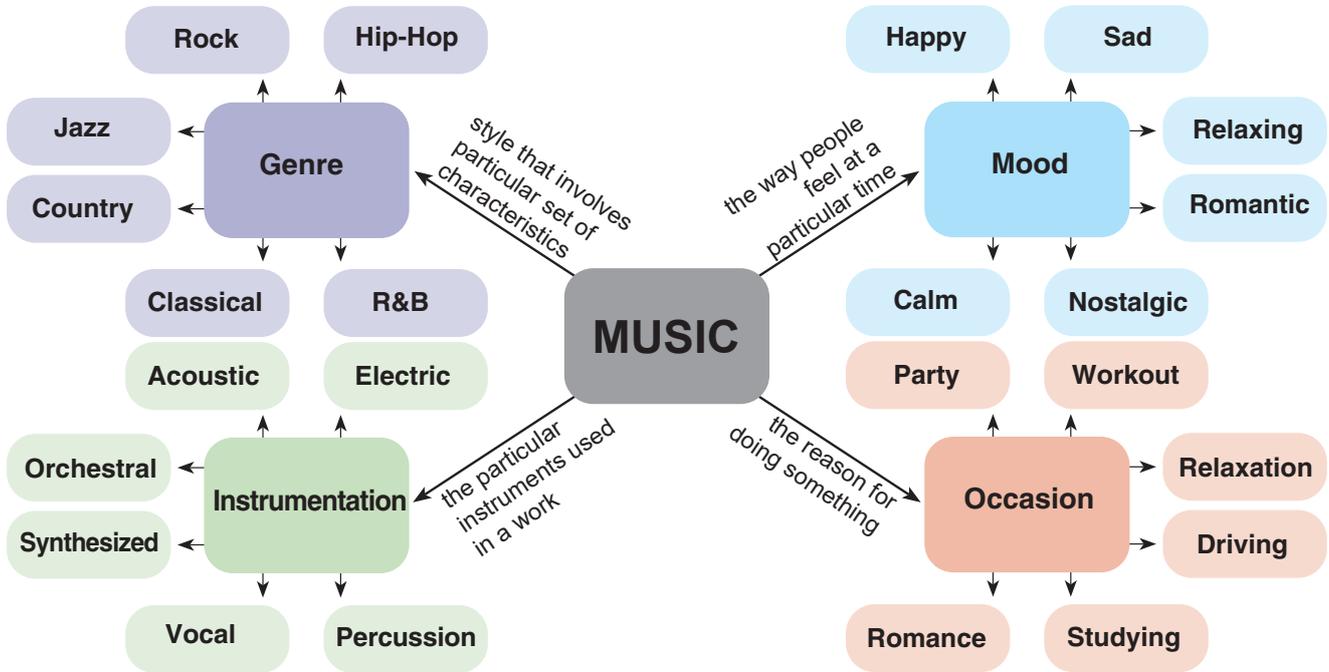
- Studying Nostalgic Party
- Romance Rock Romantic
- Calm Hip-Hop Relaxing
- Jazz Country Sad Electric
- Classical Workout R&B
- Acoustic Driving Percussion
- Orchestral Synthesized Vocal
- Happy Relaxation





CONCEPT MAP

ANSWER KEY



IN-CLASS ASSESSMENT SAMPLE 3



SUBJECT	ENGLISH
GRADE	12
THEME	Music
LEARNING OUTCOME	E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	40 minutes
ASSESSMENT TOOL	Worksheet
WHAT IS EXPECTED FROM STUDENTS	Students are expected to give correct answers to the questions about music preferences.
ASSESSMENT	<p>Possible Answers for Section A</p> <ol style="list-style-type: none"> 1. Lisa prefers soulful ballads and heartfelt lyrics because she sees music as a way to express emotions and connect with her inner self. 2. Alex is energised by upbeat and fast-paced tunes, especially in the genres of rock and pop. It keeps him motivated and ready to take on the world. 3. Maria finds classical music calming because the symphonies and orchestras transport her to a different world, helping her concentrate and focus while studying. 4. Samir enjoys rap and hip-hop because he believes they tackle important social issues and convey powerful messages, allowing him to stay informed and express himself. 5. Music serves as a universal language because it can connect people from different backgrounds and cultures, transcending linguistic and cultural barriers. <p>Possible Answers for Section B</p> <ol style="list-style-type: none"> 1. Dance / Electronic, Pop, or R&B 2. Rock, Metal, or Punk 3. Jazz, Blues, or Acoustic / Folk <p>Possible Answers for Section C</p> <ol style="list-style-type: none"> 1. Students' own answers 2. Students' own answers 3. Students' own answers <p>Each correct answer will be evaluated as 1 point.</p>
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.



WORKSHEET

MUSIC

A) Read the following text about different people's ideas about music and answer the questions that follow.

Exploring Music Tastes

Music is a universal language that connects people from different backgrounds and cultures. Each person has their own unique preferences when it comes to music. Let's dive into the thoughts and ideas about music from four individuals.

Lisa (18) : "Music is all about expressing emotions. I love listening to soulful ballads and heartfelt lyrics. It helps me relax and connect with my inner self."

Alex (17) : "For me, music is an outlet for energy and excitement. I enjoy upbeat and fast-paced tunes, especially in the genres of rock and pop. It keeps me motivated and ready to take on the world."

Maria (19) : "I find solace in classical music. The symphonies and orchestras transport me to a different world. It helps me concentrate and focus while studying."

Samir (18) : "Music should be a reflection of society. I enjoy rap and hip-hop as they tackle important social issues and convey powerful messages. It's a way for me to stay informed and express myself."

1. What kind of music does Lisa prefer? Why?

2. What type of music energises Alex? Why?

3. What genre of music does Maria find calming? Why?

4. Why does Samir enjoy rap and hip-hop?

5. How does music serve as a universal language?

B) Based on the ideas about the music presented in the reading, infer the music preferences of the following individuals. Write your answers in the space provided.

1. **Michael (16)** : "I love music that makes me want to dance and move my body. The rhythm and beats get me in a positive mood."

2. **Sarah (17)** : "I appreciate music with high energy and a rebellious spirit. The powerful guitar riffs and intense vocals really resonate with me."

3. **Carlos (18)** : "I find music that is mellow and relaxing to be the perfect companion for quiet moments. The soothing melodies and soft vocals help me unwind."

C) Think about your own ideas and preferences about music. Answer the following questions in the space provided.

1. What does music mean to you? How does it impact your life?

2. What type of music do you enjoy the most? Why?

3. Can you think of any musicians or bands that you admire? Why do you admire them?

IN-CLASS ASSESSMENT SAMPLE 4



SUBJECT	ENGLISH
GRADE	12
THEME	Favors
LEARNING OUTCOME	E12.6.S2. Students will be able to act out a self-prepared dialogue about requests / favors.
COGNITIVE STAGE	Create
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Peer Evaluation
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write a dialogue in pairs and act it out in the group. Then, each pair will evaluate the other pair's performances by filling out the peer evaluation form for speaking.
ASSESSMENT	<p>Students will...</p> <ul style="list-style-type: none"> • read the statements in the form to understand what they are going to evaluate. • follow their friends' conversation carefully and grade each statement according to the rating scale. • add any comment or suggestion in the form if they have any. <p>The maximum score a student can get is 30.</p>
FEEDBACK	The students who get below 15 out of 30 are expected to revise the related words and phrases and practice the pronunciation of these words and phrases. Also, these students are expected to revise the grammar patterns in the theme.



PEER EVALUATION

FAVORS

Work in groups of four in two pairs. Each pair prepares a dialogue including phrases and questions about favors and requests. After a pair role-plays their conversation, the other pair evaluates their friends' performances by filling out the peer evaluation form below.

Grading

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	Student's name / 5	Student's name / 5
S/he can pronounce English sounds and words well.	..... / 5	..... / 5
S/he can make eye contact and use his / her body language effectively during the conversation.	..... / 5	..... / 5
S/he can use related words and phrases about the theme.	..... / 5	..... / 5
S/he can use grammatically correct language.	..... / 5	..... / 5
S/he can act out the conversation without looking at his / her notes.	..... / 5	..... / 5
The content of the conversation is relevant to the theme.	..... / 5	..... / 5
TOTAL SCORE:		
Additional comments and suggestions about the role play:		

The highest score a student can get is 30 points, and the lowest score is 6 points.

IN-CLASS ASSESSMENT SAMPLE 5



SUBJECT	ENGLISH
GRADE	12
THEME	Favors
LEARNING OUTCOME	E12.6.S2. Students will be able to act out a self-prepared dialogue about requests / favors.
COGNITIVE STAGE	Create
RECOMMENDED TIME	2 weeks
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	<p>Students are expected to...</p> <ul style="list-style-type: none"> • write a scenario including phrases about requests and favors. • act out the scenario and record it.
ASSESSMENT	The performances of students will be evaluated with the given Performance Assessment Scale by the teacher. The highest score that a student can get is 25.
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.

IN-CLASS ASSESSMENT SAMPLE 5



PERFORMANCE ASSESSMENT

FAVORS

Prepare a video about requests and favors.

Instruction:

Before you start recording, you need to:

- choose your partner(s) that you will work with.
- write a scenario including phrases about requests and favors.
- practice the scenario with your friend(s).

In the video you will prepare, you should pay attention to the following:

- use of phrases about requests and favors.
- at least three minutes in length.
- correct pronunciation and intonation.
- equal talking time for each student.

IN-CLASS ASSESSMENT SAMPLE 5



PERFORMANCE ASSESSMENT SCALE				
Criteria	Exemplary (5)	Proficient (3-4)	Developing (1-2)	Not Evident (0)
Preparation	The dialogue is well-prepared and organised with clear roles and purpose. The script is creative and engaging.	The dialogue is adequately prepared and organized with clear roles and purpose. The script is somewhat creative and engaging.	The dialogue is poorly prepared and organized with unclear roles and purpose. The script is not very creative or engaging.	No evidence of preparation.
Delivery	The dialogue is performed with confidence and enthusiasm. The actors stay in character and use appropriate gestures, tone of voice, and body language.	The dialogue is performed with some confidence and enthusiasm. The actors mostly stay in character and use appropriate gestures, tone of voice, and body language.	The dialogue is performed with little confidence and enthusiasm. The actors do not stay in character and use inappropriate gestures, tone of voice, and body language.	No evidence of delivery.
Content	The dialogue effectively uses a variety of language functions related to making requests and granting favours. The dialogue is clear and easy to follow.	The dialogue uses some language functions related to making requests and granting favours. The dialogue is somewhat clear and easy to follow.	The dialogue uses few language functions related to making requests and granting favours. The dialogue is unclear and difficult to follow.	No evidence of content.
Collaboration	The actors work well together, taking turns and supporting each other to make the dialogue flow smoothly.	The actors mostly work well together, taking turns and supporting each other to make the dialogue flow smoothly.	The actors have difficulty working together, interrupting each other and not supporting each other, making the dialogue choppy.	No evidence of collaboration.

Note: The above rubric is a general guideline. You can adjust the criteria or weightings based on your specific learning objectives and expectations for the assignment.

Overall Score:

Exemplary: 20-25

Proficient: 12-19

Developing: 4-11

Not Evident: 0-3

IN-CLASS ASSESSMENT SAMPLE 6



SUBJECT	ENGLISH
GRADE	12
THEME	Favors
LEARNING OUTCOME	E12.6.S2. Students will be able to act out a self-prepared dialogue about requests / favors.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases related to the theme 'Favors' .
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about making favors. e.g. donation, people in need, help, charity, organisation...</p> <p>Part 2</p> <p>The sentences students make are evaluated in terms of meaning and grammar. If the sentence is meaningful and grammatically correct, students get 2 points. If it is meaningful but grammatically incorrect or vice versa, students get 1 point. If students cannot make a grammatical and meaningful sentence, they get zero points.</p> <p>e.g. People should always make donations to charities. People in need may hesitate to ask for help from others. We need to help people who are in a difficult situation.</p>
FEEDBACK	<p>If this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teacher can get the answers from other students who can complete the activity correctly and have the students who do not remember enough words and cannot write meaningful and grammatical sentences revise the words / phrases related to the theme 'Favors'.</p>



WORD ASSOCIATION TEST

FAVORS

PART 1

Say / Write the words / phrases that come to your mind when you hear the phrase 'MAKING FAVORS'.
You will get 1 point for each word / phrase.

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

MAKING FAVORS _____

PART 2

Make a meaningful sentence with each word / phrase you have written in Part 1 and say them aloud.
You will get 2 points for each sentence.

1st Sentence _____

2nd Sentence _____

3rd Sentence _____

4th Sentence _____

5th Sentence _____

6th Sentence _____

7th Sentence _____

8th Sentence _____

9th Sentence _____

10th Sentence _____

IN-CLASS ASSESSMENT SAMPLE 7



SUBJECT	ENGLISH
GRADE	12
THEME	Alternative Energy
LEARNING OUTCOME	E12.8.S1. Students will be able to make complaints and offer solutions to environmental / energy problems.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases / sentences / questions that they are supposed to know about environmental / energy problems.
ASSESSMENT	Performance Assessment Scale Poster Assessment Scale
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.



PERFORMANCE ASSESSMENT

ALTERNATIVE ENERGY

Instruction:

In this task, you are expected to recognise environmental problems, to find solutions to the complaints about environmental and energy problems.

It will be easier for you to follow the steps below while performing this task.

Before starting the task, you should pay attention to the following:

- create a work plan.
- specify the tasks to be done in the plan.
- determine which data you will need during your research and which website you will use.
- consult your teacher when you need.

When performing the task, you should pay attention to the following:

- use a variety of sources (textbooks, online resources, etc.) for your research.
- search for answers to questions such as
 - What are the environmental problems?
 - What are the reasons of water pollution, climate change and global warming?
 - What can people do to reduce environmental / energy problems?
 - What kind of precautions can the government take to find a solution to reduce environmental problems?
- using the information you have obtained, create a text about the measures that can be taken individually to reduce environmental / energy problems.
- create visual data about the topic.

In this poster, you should pay attention to the following:

Your poster should be...

- prepared to cover the content of the research.
- supported with related images and graphics.



PERFORMANCE ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the dialogue				
Using the material effectively				
Using time efficiently				
Using verbal expressions and body language effectively				
TOTAL SCORE				

The highest score that can be obtained from this performance assessment scale is 24, and the lowest score is 6.

IN-CLASS ASSESSMENT SAMPLE 7



POSTER ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately on the poster				
Organisation and presentation of the topic				
Naming visuals such as pictures or graphics				
Using visuals that are compatible with the content				
Using grammar rules and punctuation correctly				
Design of the poster				
Using the poster for its intended purpose				
Creativity				
TOTAL SCORE				

The highest score that can be obtained from this poster assessment scale is 32, and the lowest score is 8.

IN-CLASS ASSESSMENT SAMPLE 8



SUBJECT	ENGLISH
GRADE	12
THEME	Alternative Energy
LEARNING OUTCOME	E12.8.S1. Students will be able to make complaints and offer solutions to environmental /energy problems.
COGNITIVE STAGE	Remember
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember the words / phrases that they are supposed to know about environmental problems / possible solutions / alternative energy.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about environmental problems. e.g. greenhouse gases</p> <p>Part 2</p> <p>Students will get 2 points for each meaningful sentence about solutions to environmental problems. e.g. In order to reduce the greenhouse gases in the atmosphere, we should use more public transport.</p>
FEEDBACK	When this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are recommended to revise the words / phrases of the theme again. Besides, the teachers can elicit the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words recall the words / phrases about environmental problems / possible solutions / alternative energy.

IN-CLASS ASSESSMENT SAMPLE 8



WORD ASSOCIATION TEST

ALTERNATIVE ENERGY

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'ENVIRONMENTAL PROBLEMS'.

You will get 1 point for each word / phrase.

- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.
- ENVIRONMENTAL PROBLEMS _____.

PART 2

Make a meaningful sentence that includes solutions to the problems you have written in Part 1 by associating it with the phrase 'ENVIRONMENTAL PROBLEMS'.

You will get 2 points for each meaningful sentence.

- 1st Solution _____.
- 2nd Solution _____.
- 3rd Solution _____.
- 4th Solution _____.
- 5th Solution _____.
- 6th Solution _____.
- 7th Solution _____.
- 8th Solution _____.
- 9th Solution _____.
- 10th Solution _____.

IN-CLASS ASSESSMENT SAMPLE 9



SUBJECT	ENGLISH
GRADE	12
THEME	Alternative Energy
LEARNING OUTCOME	E12.8.R2. Students will be able to analyse a reading passage to find out solutions to environmental problems.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Diagnostic Tree
WHAT IS EXPECTED FROM STUDENTS	Students are expected to make the right choices from the given propositions (statements) regarding the text, 'Solving Environmental Problems'.
ASSESSMENT	<p>Students will get 1 point for each correct choice until reaching the exits. In order to get 3 full points, the students must reach the 3rd Exit.</p> <p>Part 1</p> <p>A student who reaches the 3rd Exit makes the right choice by choosing 'T' for the 1st proposition (statement) and reaches the 2nd proposition. By choosing 'F' for the 2nd proposition (statement), s/he makes the right choice and reaches the 5th proposition (statement). S/he makes the right choice by choosing 'T' for the 5th proposition (statement). In this case, the student makes 3 correct choices and gets 3 points.</p> <p>Part 2</p> <p>A student reaching 2nd Exit makes the right choice by choosing 'T' for the 1st proposition (statement) and reaches the 2nd proposition (statement). By choosing 'T' for the 2nd proposition (statement), s/he makes the wrong choice and reaches the 4th proposition (statement). Then, s/he makes the wrong choice by choosing 'F' for the 4th proposition (statement). In this case, the student makes 1 right and 2 wrong choices and gets 1 point.</p>
FEEDBACK	<p>Students who reach the wrong exit are recommended to learn more about the vocabulary about environmental problems and possible solutions including alternative energy resources.</p> <p>Considering the achievements of the majority of the class, it is recommended that studies should be carried out to eliminate them if incomplete or incorrect learning and misconceptions occur.</p>



DIAGNOSTIC TREE

ALTERNATIVE ENERGY

Below is a diagnostic tree containing True (T) / False (F) propositions (statements) about solutions to environmental problems. If you think the given proposition (statement) is true, you should choose 'T' option, if you think it is false, you should choose 'F'. You will be able to reach one of eight different exit points by choosing True (T) / False (F) starting from the first proposition (statement).

You will get 1 point for each correct choice until reaching the exits. The highest score you can get is 3 points.

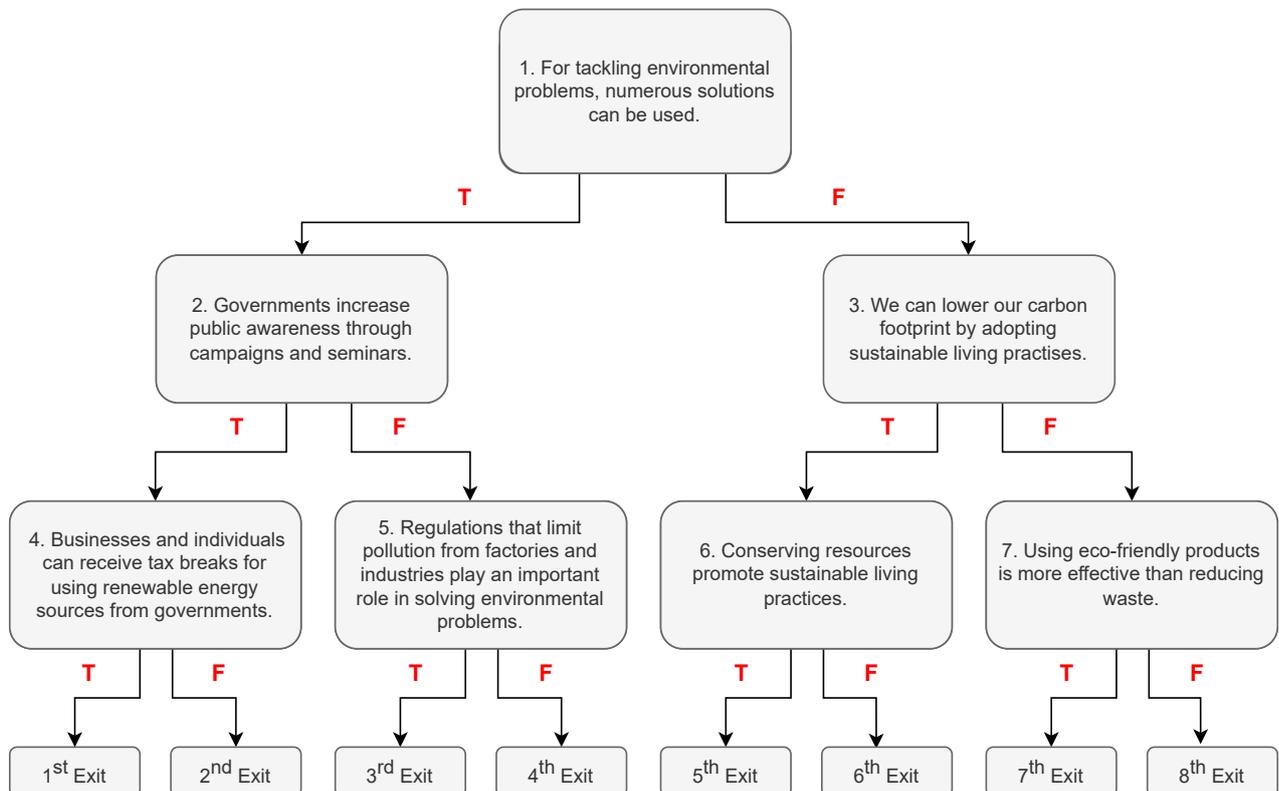
SOLVING ENVIRONMENTAL PROBLEMS

Environmental problems have become one of the most pressing concerns of our time, and they require immediate attention to be solved. There are several solutions that can be implemented to tackle environmental issues. One of the most effective solutions is to promote sustainable living practices. This includes reducing waste, conserving resources, and using eco-friendly products. By adopting sustainable living practices, we can minimise our carbon footprint and reduce the strain on natural resources.

Another solution is to increase public awareness and education about environmental issues. This can be done through campaigns, workshops, and seminars to educate people about the importance of environmental conservation. The more people understand the severity of environmental problems, the more they will be motivated to take action to solve them.

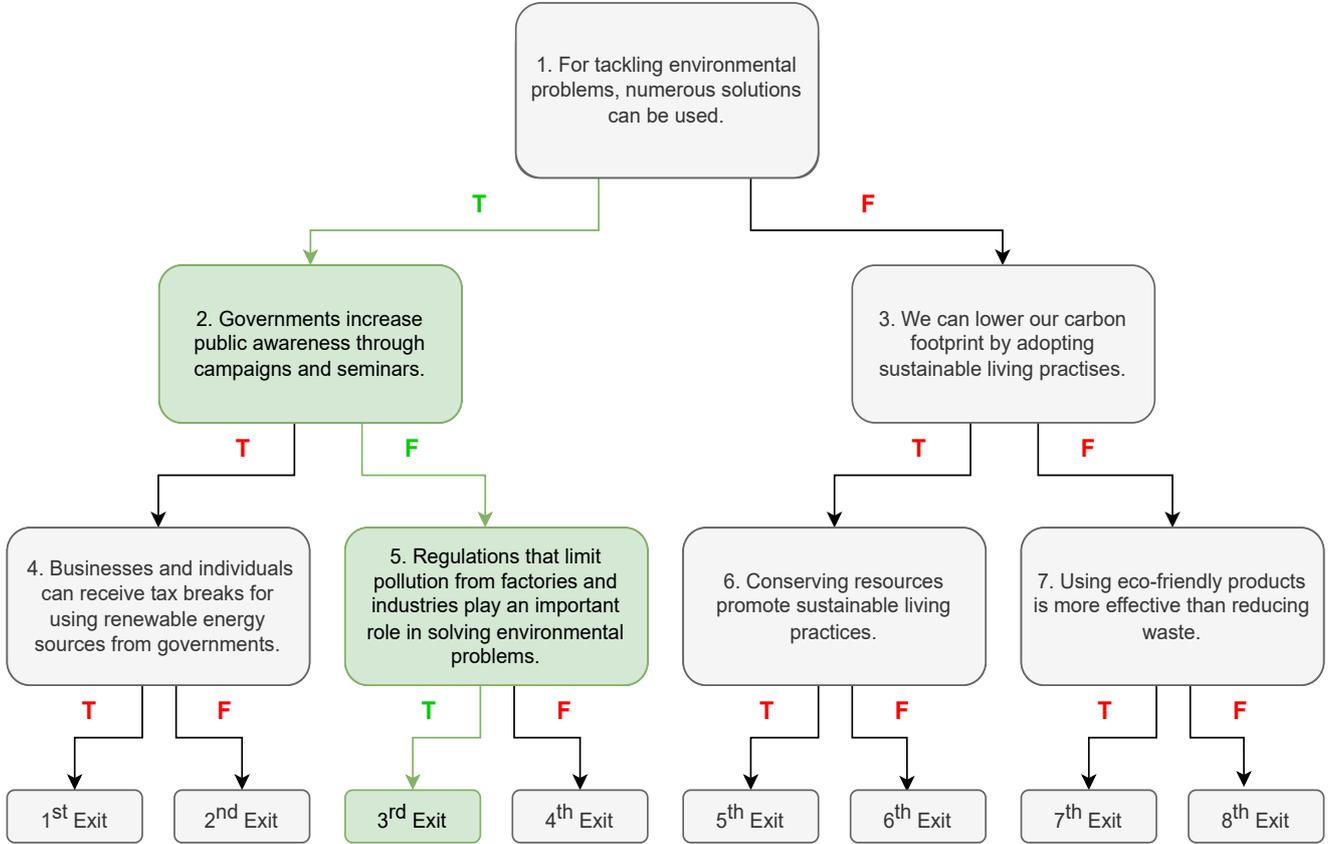
Furthermore, governments can play a vital role in solving environmental problems. They can create and enforce laws that promote environmental conservation, such as regulations that limit pollution from factories and industries. Governments can also support businesses and individuals who take measures to reduce their impact on the environment, such as tax breaks for using renewable energy sources.

In conclusion, solving environmental problems requires a collective effort from individuals, businesses, and governments. By promoting sustainable living practices, increasing public awareness, and enacting regulations to promote environmental conservation, we can create a healthier and more sustainable future for ourselves and the planet.





ANSWER KEY ALTERNATIVE ENERGY



IN-CLASS ASSESSMENT SAMPLE 10



SUBJECT	ENGLISH
GRADE	12
THEME	Technology
LEARNING OUTCOME	E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.
COGNITIVE STAGE	Create
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write a paragraph about a technological device by using linking words.
ASSESSMENT	Rating Scale Paragraph Assessment Scale
FEEDBACK	Considering the results of the assessment, the students are recommended to revise the topic in order to make up for their learning gaps related to the subject.



PERFORMANCE ASSESSMENT

TECHNOLOGY

Write a paragraph describing a high-tech device.

Instruction:

You are expected to write a paragraph describing a technological device that can be used daily by people and to use linking words while describing the features of this device.

Before you start, you should...

- make a plan.
- identify the materials you need.

In the paragraph, you should pay attention to the following:

- aim of use
- appearance
- characteristics

You can describe the device in terms of its features. You may use vocabulary items related to the technological device you have chosen and linking words:

lightweight, durable, efficient, cutting-edge, user-friendly, ergonomic, portable, modern design, multi-functional, storage capacity, battery life, charging time, communication device, entertainment hub, gaming console, creative workstation, additionally, furthermore, moreover, in addition, likewise, similarly, consequently, as a result, therefore, thus, however, nonetheless, nevertheless, on the other hand, in contrast, although, despite, whereas.

You have a maximum of 20 minutes to write your paragraph.

Handwriting practice area with 12 horizontal lines and a wavy border.

IN-CLASS ASSESSMENT SAMPLE 10



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the paragraph				
Preparing a well-organised content				
Using time efficiently				
Using linking words effectively				
Using coherent sentences				
Using related vocabulary effectively				
TOTAL SCORE				



PARAGRAPH ASSESSMENT SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately in the paragraph				
Organisation and structure of the paragraph				
Writing the components of device (type of the device, aim of use, appearance)				
Using linking words that are compatible with the content				
Using grammar rules and spelling correctly				
Design of the writing				
Focusing on the goal of the writing				
Creativity				
TOTAL SCORE				

IN-CLASS ASSESSMENT SAMPLE 11



SUBJECT	ENGLISH
GRADE	12
THEME	Technology
LEARNING OUTCOME	E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	10 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to write the words / phrases that they are supposed to know while describing a hi-tech device.
ASSESSMENT	<p>Part 1 Each correct answer is 1 point. e.g. user-friendly, portable, ergonomic</p> <p>Part 2 Each meaningful sentence is 2 points. e.g. The new software has a user-friendly interface that makes it easy for even novice users. The portable charger is a lifesaver for those who are always on the go. The ergonomic chair is designed to support your posture and reduce strain on your back.</p>
FEEDBACK	<p>If this assessment tool is used to find out how ready students are for a subject before teaching it, it is best to figure out their strengths and weaknesses based on their readiness and then plan the teaching process around what the students need.</p> <p>If this assessment tool is used after the subject has been covered, it is recommended that students who cannot write enough words or make meaningful sentences at the end of the assessment should restudy the topic, and the mistakes identified should be eliminated.</p>

IN-CLASS ASSESSMENT SAMPLE 11



WORD ASSOCIATION TEST

TECHNOLOGY

PART 1

Write the words / phrases that come to your mind when you hear the phrase 'A HI-TECH PRODUCT'.

You will get 1 point for each word.

- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____
- A HI-TECH PRODUCT _____

PART 2

Make a meaningful sentence / question with the word / phrase you have written in Part 1 by associating it with the phrase 'A HI-TECH PRODUCT'.

You will get 2 points for each meaningful sentence.

- 1st Sentence _____.
- 2nd Sentence _____.
- 3rd Sentence _____.
- 4th Sentence _____.
- 5th Sentence _____.
- 6th Sentence _____.
- 7th Sentence _____.
- 8th Sentence _____.
- 9th Sentence _____.
- 10th Sentence _____.

IN-CLASS ASSESSMENT SAMPLE 12



SUBJECT	ENGLISH
GRADE	12
THEME	Technology
LEARNING OUTCOME	E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Concept Map
WHAT IS EXPECTED FROM STUDENTS	Students are expected to place the following concepts in the gaps in the concept map to form a meaningful structure.
ASSESSMENT	<p>Each correctly placed phrase will be evaluated as 1 point. Since there are 10 concepts in the concept map; $10 \cdot 1 = 10$ points</p> <p>The highest score a student can get is 10 points.</p> <p>In the writing part, each criteria has a scale between 1-4 points. There are 8 criteria, so the highest score is 32 while the lowest score is 8 points.</p>
FEEDBACK	<p>Students who misplace the given expressions are recommended to revise the given words.</p> <p>If the phrases are misplaced by the majority of the class, it is recommended that the teacher reteach the topic.</p>



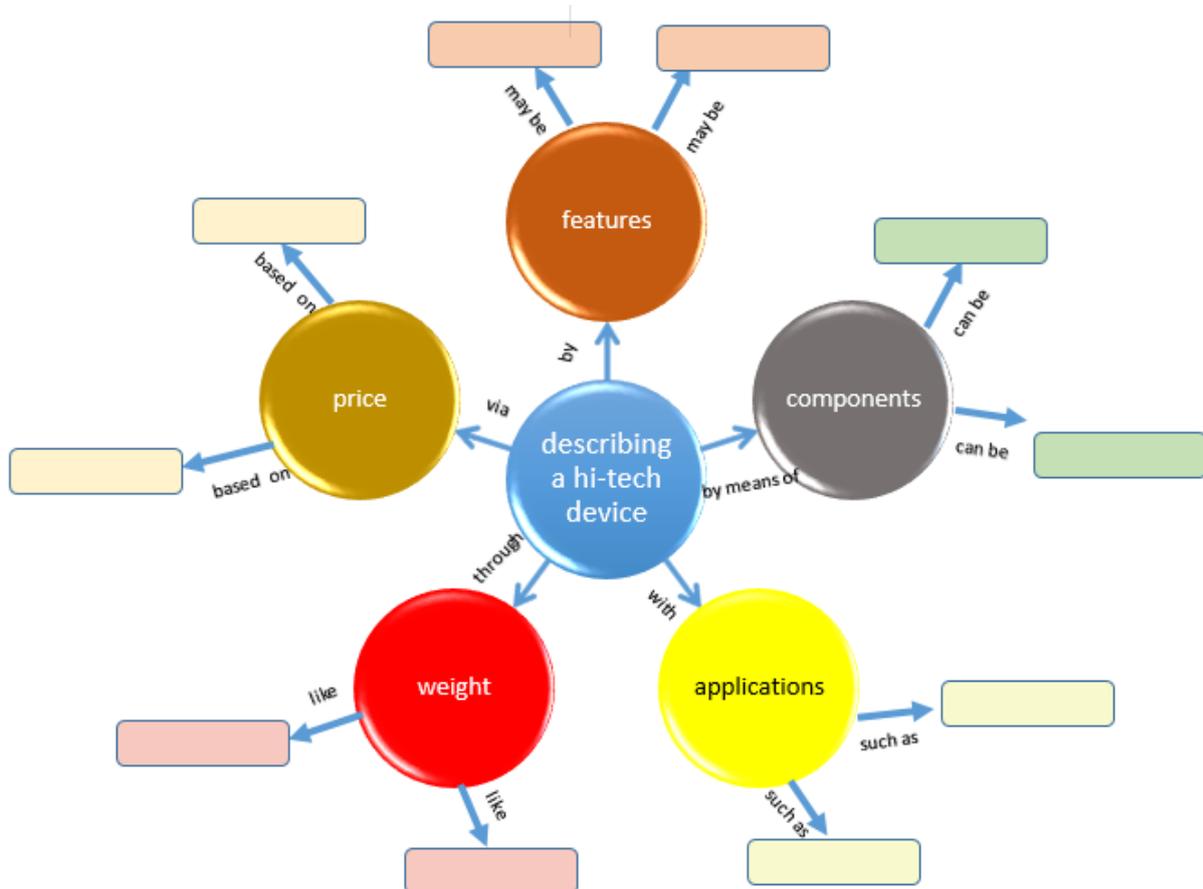
CONCEPT MAP

TECHNOLOGY

The concepts and concept map framework related to describing a hi-tech device are given below.

Place the following words / phrases in the concept map to form a meaningful structure. Each correctly placed word / phrase will be evaluated as 1 point. The highest score you can get is 10.

WORDS / PHRASES ABOUT A HI-TECH DEVICE	
camera	light
charging cord	reasonable
discount	screen
games	social media apps
heavy	wi-fi



IN-CLASS ASSESSMENT SAMPLE 12



WRITING

You are expected to act as an advertiser and write a paragraph describing a hi-tech device that you want to promote. While writing, use words / phrases in the concept map and linking words in a meaningful way.

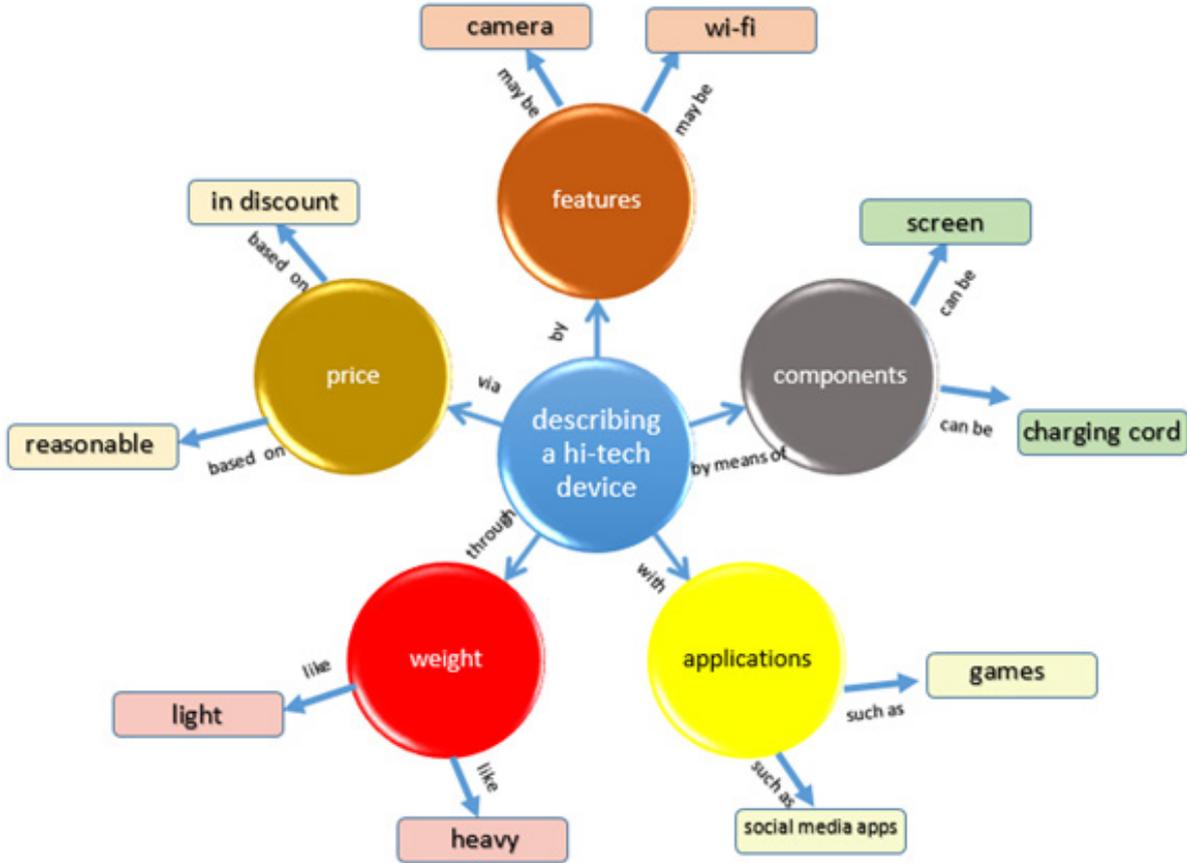
Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Presenting basic concepts and information adequately and accurately in the paragraph				
Organisation and structure of the paragraph				
Writing the components of device (type of the device, aim of use, appearance)				
Using linking words that are compatible with the content				
Using grammar rules and spelling correctly				
Design of the writing				
Focusing on the goal of the writing				
Creativity				
TOTAL SCORE				

The highest score is 32 while the lowest score is 8 points.



CONCEPT MAP

ANSWER KEY

**Sample Paragraph:**

Introducing the Quantum-X, a remarkable hi-tech device that seamlessly combines advanced technology with sleek design. In addition to its visually stunning exterior, the Quantum-X boasts intuitive AI capabilities that adapt to your preferences. Moreover, with lightning-fast processing, expansive memory, and high-speed connectivity options, this device revolutionizes multitasking, storage, and communication. Besides its impressive functionality, the Quantum-X elevates your digital lifestyle with a smarter, more connected future. Don't miss out on experiencing the cutting-edge sophistication of the Quantum-X.

IN-CLASS ASSESSMENT SAMPLE 13



SUBJECT	ENGLISH
GRADE	12
THEME	Manners
LEARNING OUTCOME	E12.10.S1. Students will be able to express regrets, wishes, and apologies.
COGNITIVE STAGE	Create
RECOMMENDED TIME	20 minutes
ASSESSMENT TOOL	Peer Evaluation
WHAT IS EXPECTED FROM STUDENTS	Students are expected to prepare a dialogue in pairs and act it out in the group. Then, each pair will evaluate the other pair's performances by filling out the peer evaluation form for speaking.
ASSESSMENT	<p>Students will...</p> <ul style="list-style-type: none"> • read the statements in the form to understand what they are going to evaluate. • follow their friends' conversations carefully and grade each statement in the form. • add any comment or suggestion in the form if they have any. <p>The maximum score a student will get is 30.</p>
FEEDBACK	The students who get below 15 out of 30 are expected to revise the related words and phrases and practice the pronunciation of these words and phrases. Also, these students are expected to revise the grammar patterns in the theme.



PEER EVALUATION

MANNERS

Work in groups of four in two pairs. Each pair prepares a dialogue about regrets, wishes, and apologies. After a pair role-plays their conversation, the other pair evaluates their friends' performances by filling out the peer evaluation form below.

Grading

5 = excellent

4 = above average

3 = average

2 = below average

1 = poor

	Student's name / 5	Student's name / 5
S/he can pronounce English sounds and words well.	..... / 5	..... / 5
S/he can make eye contact and use his / her body language effectively during the conversation.	..... / 5	..... / 5
S/he can use related words and phrases about the theme.	..... / 5	..... / 5
S/he can use grammatically correct language.	..... / 5	..... / 5
S/he can act out the conversation without looking at his / her notes.	..... / 5	..... / 5
The content of the conversation is relevant to the theme.	..... / 5	..... / 5
TOTAL SCORE:		
Additional comments and suggestions about the role play:		

The highest score a student can get is 30 points, and the lowest score is 6 points.

IN-CLASS ASSESSMENT SAMPLE 14



SUBJECT	ENGLISH
GRADE	12
THEME	Manners
LEARNING OUTCOME	E12.10.S1. Students will be able to express regrets, wishes, and apologies.
COGNITIVE STAGE	Apply
RECOMMENDED TIME	1 Week
ASSESSMENT TOOL	Performance Assessment
WHAT IS EXPECTED FROM STUDENTS	Students are expected to shoot a video about a past experience expressing their wishes, regrets, and apologies.
ASSESSMENT	Performance Assessment Scale Self-Assessment Form
FEEDBACK	Considering the results of the assessment, it is recommended that further studies be carried out to eliminate students' learning gaps related to the topic.



PERFORMANCE ASSESSMENT

MANNERS

Shoot a video about wishes, regrets, and apologies.

Instruction:

In this task, you are expected to shoot a video about a past experience expressing your wishes, regrets, and apologies.

Your video should be a maximum of 10 minutes long.

Before you start, you should...

- make a plan for your speech.
- identify the materials you need.

When performing the task, you should...

- describe the events, your experience and how you felt in detail.
- use at least one phrase from each category below:

Phrases for wishes	Phrases for regrets	Phrases for apologies
I wish that (someone) had told...	I shouldn't have behaved...	I just want to apologise for...
Something I've always wanted is...	(Someone) should have told...	It was my fault...
I wish (someone) would...	If only I hadn't been...	Excuse me for...
If only (someone)...	I didn't mean to hurt...	I'm terribly sorry...
What I'd like more than anything else...	It wasn't my intention...	Please accept my apology...

- pay attention to your intonation, pronunciation, and body language.

At the end of your task, you should...

- share your video you have recorded with the class.
- submit your work to your teacher on time.



RATING SCALE

Criteria	Very Good (4)	Good (3)	Average (2)	Needs Improvement (1)
Effective introduction				
Knowledge of the basic principles and concepts related to the subject				
Design and organisation of the presentation				
Proper use of target grammar structure				
Using time efficiently				
Using verbal expressions and body language effectively				
Using voice effectively				
Using related vocabulary effectively				
TOTAL SCORE				

The highest score that can be obtained from this rating scale is 32, and the lowest score is 8.



SELF-ASSESSMENT FORM

Name and Surname:

This form has been prepared to evaluate yourself. Mark the option that best reflects your work with an 'X'. The highest score that can be obtained from this self-assessment form is 27, and the lowest score is 9.

SKILLS	GRADES		
	Always (3)	Sometimes (2)	Never (1)
1. I followed the instructions.			
2. I spoke clearly and fluently.			
3. I stayed on topic.			
4. I used the target grammar structures.			
5. I used the target vocabulary.			
6. My pronunciation was proper.			
7. I used body language effectively.			
8. I consulted my teacher when I needed.			
9. I shared my video in the class.			

Answer the following questions taking into account the work you have done.

1. What I learned from this task:

2. Things I did best during this work:

3. The most difficult parts of this work:

IN-CLASS ASSESSMENT SAMPLE 15



SUBJECT	ENGLISH
GRADE	12
THEME	Manners
LEARNING OUTCOME	E12.10. S1. Students will be able to express regrets, wishes and apologies.
COGNITIVE STAGE	Understand
RECOMMENDED TIME	15 minutes
ASSESSMENT TOOL	Word Association Test
WHAT IS EXPECTED FROM STUDENTS	Students are expected to remember words or phrases that come to mind about one of their regrets, wishes, or apologies and prepare a short speech using these words / phrases stated in Part 1.
ASSESSMENT	<p>Part 1</p> <p>Students will get 1 point for each word / phrase about one of their regrets, wishes, or apologies.</p> <p>e.g. trust, friends, betray, secrets, etc.</p> <p>The highest score a student can get is 10.</p> <p>Part 2</p> <p>The student's speech will be evaluated with the rating scale given. The highest score a student can get from 'Part 2' is 40. Students will be given one point for each word / phrase stated in 'Part 1' if they can successfully use it in their speech.</p> <p>The highest score a student can get from both parts is 50.</p> <p>e.g. A few years ago, I met someone who appeared kind, genuine, and trustworthy. We quickly became close friends, and I confided in him about my dreams, fears, and aspirations. I trusted this person with my deepest secrets, believing that our friendship was built on a strong foundation of trust and mutual understanding.</p> <p>As time went on, I began to notice subtle changes in his behaviour. He started making promises he couldn't keep and often made excuses for his actions.</p> <p>One day, I found out that he had betrayed my trust in a significant way. He had shared my personal information and secrets with others without my consent, violating my privacy and causing me immense pain. I wish I had been more cautious about trusting that person and taken the time to observe his actions before trusting him. I should have been more discerning and guarded with my personal struggles, only sharing them with those who had proven themselves trustworthy.</p> <p>Reflecting on this experience, I realised that trust should never be given lightly. It is a precious commodity that should be earned over time through consistent actions and reliability.</p>
FEEDBACK	<p>If this assessment tool is used to determine students' readiness levels before the subject is taught, it is recommended to identify students' strengths and weaknesses based on their readiness levels and to plan the teaching process according to their needs.</p> <p>If this tool is used after the instruction of the course as an evaluation method, the students who cannot remember enough words / phrases are advised to look at the words / phrases of the theme again. Besides, the teachers can get the answers from other students who are able to complete the activity correctly and make the students not having remembered enough words revise the words / phrases about expressing regrets, wishes, or apologies.</p>

IN-CLASS ASSESSMENT SAMPLE 15



WORD ASSOCIATION TEST
MANNERS

PART 1

Say / Write the words / phrases that come to your mind when you hear about '**ONE OF YOUR REGRETS / WISHES / APOLOGIES**'.

You will get 1 point for each phrase.

- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____
- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____
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- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____
- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____
- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____
- ONE OF YOUR REGRETS / WISHES / APOLOGIES _____

PART 2

Make a five-minute speech in front of your friends about one of your regrets, wishes, or apologies using the words / phrases you stated in Part 1.



RATING SCALE

Criteria	Student's Name	Student's Name	Student's Name	Student's Name
Content (10 points)				
Fluency (5 points)				
Vocabulary (10 points)				
Grammar (5 points)				
Pronunciation and Intonation (5 points)				
Clarity and Cohesion (5 points)				
TOTAL SCORE (40 points)				

The highest score a student can get is 40 points, and the lowest score is 6 points.



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