

ISTANBUL COMMERCE UNIVERSITY



ISTANBUL COMMERCE
UNIVERSITY

ENGLISH PREPARATORY PROGRAM

**“TESTING, ASSESSMENT
AND EVALUATION SYSTEM”**

HANDBOOK

ISTANBUL COMMERCE UNIVERSITY



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ENGLISH PREPARATORY PROGRAM

TESTING AND ASSESSMENT CENTRE

**We must not equate
assessment to testing.
Assessment is an ongoing
process. It is indeed the way
we do business - constantly
monitoring student
development and the
outcomes of our educational
activity.**

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Uche Ohia

PURPOSE

This handbook is mainly designed to guide all the Testing and Assessment Centre members of Istanbul Commerce University English Preparatory Program who are responsible for assessing and evaluating the learning performance of the program students by using various testing and assessment tools. It also serves as a guide for all the English Preparatory Program instructors in terms of reflecting the basic testing, assessment and evaluation methods, policies and principles of ICU English Preparatory Program.

OUR VISION

Our vision is to assess and evaluate our students' linguistic knowledge and performance at the highest achievable quality and security standards; by using theoretically sound, innovative and relevant approaches and methods, always committed to ethical values and in search of excellence.

OUR MISSION

Our mission is to measure and interpret the level of student achievement and support student learning with the aid of the most appropriate testing methods and tools while creating and maintaining an optimal testing environment that enables the students to perform to the best of their ability.

OUR CORE VALUES

Our work is guided by the below core values:

Objectivity and Fairness: We strive to distance ourselves away from the outside influences of any sort while assessing and evaluating student knowledge and performance. Our judgments about the students' knowledge and performance are based on clearly-stated objective criteria and standards; and never sullied by unfounded emotions or personal prejudices.

Transparency: The students themselves must be the part of all our testing and assessment processes as much as possible. The availability and accessibility of clear, consistent and accurate information about testing and assessment policies, procedures and techniques both for the students and all the other stakeholders is of crucial importance for us.

Innovation: Alongside the current and commonly accepted testing and assessment approaches, methods and techniques, we always try to have an innovative mindset in our test design, delivery, administration, scoring, task development and application of applied linguistics or second language acquisition research to language assessment.

Humanism: We design our testing and assessment tools as relevant, meaningful and motivating. Our students always sit for their exams in a secure and non-threatening environment in which they can perform to the best of their ability.

Professionalism: We are mindfully aware that our testing and assessment standards and practices must be of the highest quality. To achieve this end, we continuously collect feedback, analyze it and make necessary changes accordingly.

OUR APPROACH

Our approach as the Testing and Assessment Centre of ICU English Preparatory Program is to prioritize assessment for learning, encourage the students to be more active and responsible for their own learning, provide feedback to both the teacher and students regarding the students' progress towards achieving the learning objectives of the curriculum, give verbal or written feedback to the students to help them increase their performance, emphasize their strengths and identifies their challenges, contextualizes the test items or tasks around meaningful, relevant, interesting topics; replicate real-world tasks to provide authenticity, take advantage of all kinds of assessment tools to enhance the students' performance and to humanize all our assessment processes.

OUR PHILOSOPHY

The philosophical foundation of our testing and assessment system is based on the below five perspectives:

1. Assessment is the engine which drives student learning (Cowen, 1998).
2. Self-assessment is the first step for all assessment.
3. A student is more than a test score.
4. Testing and assessment should focus on what is being done with learners; before, during and after learning.
5. Language testing and assessment should be linked closely to language teaching and real-life language use.

OUR MAIN QUESTIONS FOR OUR TEST DESIGNS

1. Who to test?
2. Why to test?
3. What to test?
4. How to test?
5. When to test?
6. Where to test?



TESTING AND ASSESSMENT TOOLS OF ICU ENGLISH PREP. PROGRAM

Proficiency Test: The students who get/will get education at universities with preparatory class must develop their knowledge of English to a sufficient level at which they can follow their lessons to be done in English in their future academic fields. Our students have to get at least 65 points out of 100 to be successful at the English Proficiency Exam (EPE) organized by ICU English Preparatory Program Testing and Assessment Centre. Those who get 65 or over are exempt from English Preparatory Program and obtain the right to enrol in their faculty departments.

Placement Test: Our placement test sorts the new students into teaching groups so that they are approximately the same level as others when they start the ICU English Preparatory Program.

Progress Tests: We apply these tests to assess the progress our students are making in mastering the knowledge and skills taught in the classroom. They also enable our students to assess the degree of success of teaching and learning and to identify their weaknesses and strengths. They are designed primarily to measure progress as a means of motivating or reinforcing language.

Achievement Tests: They are mainly designed for the students to show the intended mastery of ICU English Preparatory Program syllabus objectives. That is, they assess the students' level of competence in the knowledge and skills taught throughout the related program.

THE TEST USEFULNESS FACTORS ALL OUR TESTS ARE BASED ON

➤ ***RELIABILITY***

In order to improve the reliability of our testing and assessment procedures and tools, the ICU English Preparatory Program Testing and Assessment Centre:

- provides clear, easy-to-understand, level appropriate and explicit instructions for all the test items and tasks.
- writes unambiguous test items.
- ensures that tests are well laid out and perfectly legible.
- familiarizes students with format and testing techniques through mock-exams.
- use test items that permit scoring to be as objective as possible alongside the subjective ones.
- seeks agreed-upon acceptable response standards for the answer keys formed.
- gives sufficient amounts of training to all the scorers before the marking process to ensure consistency in marking and grading.
- prepare well-thought selected response test items avoiding distracters that can clue test-wise students.
- forms plans for double-checking procedures.
- uses proofreaders to determine the wrongly-constructed test items and tasks.
- informs the students of all the criteria and standards to be used in the tests (rubrics) according to which they will be evaluated.
- tries to prepare a testing setting which creates an equal chance of success for all the students who are taking the test.
- collects and analyze feedback having been obtained from all the stakeholders on an ongoing basis to improve its policies, procedures, principles and practices.
- shares its testing, assessment and evaluation system with ICU English Preparatory Program students at the very start of each academic year in the students' handbook.

➤ **VALIDITY**

In designing and planning of our tests, the Testing and Assessment Centre will always take into account the below test validity types:

1. Content Validity

All our testing and assessment tools

- test only what they set out to test.
- cover a representative sample of the content having been taught in the program.
- contain a relevant content responding to the real-life language needs of the students.

2. Construct Validity

All our testing and assessment tools

- assess the underlying theoretical construct it is supposed to measure.
- are based on sound theoretical approaches for all the subjects to be tested.
- contains only items and tasks like those used in the program.
- test the knowledge and skills described as specific syllabus objectives (learning outcomes).

3. Concurrent Validity

All our testing and assessment tools

- reflect more or less similar results about the performance of the students taking the tests.
- give similar performance results when compared with the related in-class performance of the students.
- define the students' performance in line with the perceptions of the program instructors.

4. Predictive Validity

All our testing and assessment tools

- have the capacity of predicting the students' real-life language performance to a certain degree.
- have open links to target language use situations.

5. Face Validity

All our testing and assessment tools

- appear to measure the content, variable or construct that they are supposed to measure.
- have a similar design and format.
- have surface credibility or acceptability to the test takers.

➤ ***AUTHENTICITY***

In order to improve the authenticity level of our test contents, components and items, the ICU English Preparatory Program Testing and Assessment Centre aims to

- shape its testing and assessment tools and their contents in a way that could simulate and reflect real-life situations and conditions as much as possible.
- encourage student responses that will require a complex employment of knowledge and skills in unpredictable real world contexts.
- offer contextualized, level-appropriate intellectual challenges, not “atomized” tasks, corresponding to the targeted learning outcomes.
- involve the student's own research or use of knowledge, for which “content” is a means.
- set realistic time constraints for all its tests.
- make self-assessment a part of the assessment process.
- cater for the students' learning styles, aptitudes and interests.
- increase the degree of authenticity gradually at different language levels.
- set some limits on the size of the content to be submitted by the students throughout the programs in order not to increase both the students' and the instructors' workloads and decrease the value of the feedback to be given.

➤ ***INTERACTIVENESS***

In order to improve the interactiveness level of our test contents, components and items, the ICU English Preparatory Program Testing and Assessment Centre aims to

- take into consideration the students' language knowledge; topical, lexical and affective schemata, cognitive and metacognitive competence and strategies.

➤ ***IMPACT***

In order to improve the impact quality of its testing and assessment tools, the ICU English Preparatory Program Testing and Assessment Centre aims to

- make the students feel the sense of achievement in the tests they will take.
- create a positive washback effect both on the students and instructors.
- support the learning speed and quality of the students by giving feedback as a result of its data collection using different channels such as questionnaires and focus group meetings.

➤ ***PRACTICALITY***

In order to improve the practicality level of its testing and assessment procedures, the ICU English Preparatory Program Testing and Assessment Centre aims to

- make use of all the resources (physical, human, time, etc.) at hand as effectively and efficiently as possible.
- be as transparent as possible in all its testing and assessment policies, principles and practices.
- include both objective and subjective test items and tasks to be able to ease the reading of the students' tests by the program instructors.
- administer all its tests under standardized rules and procedures that do not change form test to test.

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ADMINISTRATIVE RESPONSIBILITIES OF THE TESTING OFFICE

The administrative responsibilities of ICU English Preparatory Program Testing and Assessment Centre are as follows:

- Preparing testing setting
- Preparing testing tools and materials
- Training and orienting the examiners at certain times
- Giving the prepared, edited and reviewed tests to the examinees
- Collecting feedback from the program instructors and students
- Analyzing the data obtained
- Reporting the feedback along with the analyses conducted
- Archiving everything done associated with the above procedures and practices

***COMMUNICATION STRATEGIES, GETTING FEEDBACK AND
COLLECTING TESTING AND ASSESSMENT-RELATED DATA***

ICU English Preparatory Program Testing and Assessment Centre will establish effective communication channels, get regular feedback and collect data using these communication channels from both the program students and instructors through questionnaires, focus group meetings and analysis of the statistical data obtained.

- The questionnaires prepared by the Testing and Assessment Centre will be given after midterm and final exams for each session.
- Focus group meetings will be held at the end of the related academic year. A group of questions to be focused on will be given to the program instructors in advance in order to frame the discussions and use allotted time more efficiently.
- Statistical calculations made and the related charts or graphs regarding the students' performances will be prepared by the Admin Assistant of the EPP Coordinator and analyzed by the Testing and Assessment Centre members and a report will be written to the EPP Coordinator.

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The below questions might be asked in the questionnaires:

✓ *Do you think that*

The questions provided had good coverage of the objectives of the syllabus?

The questions were within the scope of the study design of the program?

The test content was theoretically and technically accurate?

The questions were worded clearly?

There were enough lines to give full answer?

ARCHIVING

ICU English Preparatory School Testing Office will archive the students' exams for 2 years in the archive storages standing in the Testing and Assessment Centre or in another secure room at the university. The students can have access to the exams stored by writing a petition according to the Regulations of the Higher Board of Education (YÖK).

The Testing Testing and Assessment Centre is given a separate server storage space for all the data necessary to archive by ICU. It is also used as a backup system for all the work produced by the Testing and Assessment Centre.

BASIC QUALIFICATIONS OF EXISTING AND PROSPECTIVE TESTING AND ASSESSMENT CENTRE MEMBERS

ICU English Preparatory Program Testing and Assessment Centre existing or prospective members

- must possess minimum a Bachelor's Degree in the fields of TEFL, English or American Literature or Translation.
- should have three years of experience in TEFL or related field; testing and assessment experience, esp. in a testing office, is highly preferential.
- should have a thorough knowledge of testing and assessment approaches, methods, techniques, policies, procedures, designs, testing security and confidentiality of test materials and grading.

ICU English Preparatory Program Testing and Assessment Centre member is able to

- communicate effectively, both orally and in writing,
- analyze and interpret data,
- solve problems timely,
- prioritize work,
- keep accurate records,
- prepare official reports,
- meet the deadlines,
- improve his/her knowledge and skills in the field of testing and assessment continuously

THE TESTS PREPARED AND ADMINISTERED BY THE TESTING OFFICE

ICU English Preparatory School Testing Office is mainly responsible for preparing and administering the below tests:

- Proficiency (ICU EPE)
- Placement
- Progress
- Achievement
- Pre-determined faculty exams (When an urgent need arises)
- Institute exams
- Erasmus exams

MAKE-UP EXAM POLICY

Make-up exams are given only for the Midterm and Final exams provided that the student either brings a doctor's report about his condition no later than 3 working days after the date of the missed exam or a valid excuse proving his/her condition officially with an authorized signature. No matter what they are, the problems related to the students' families are not accepted as a valid excuse.

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There are only four acceptable excuses for the missed exams:

1. Illness

Official certification is required from the student's doctor, typed on medical stationary certifying that he/she was ill on the day of the exam. This must be handed in with the appropriate 'Make-up Exam Form' (available from EPP central office) no later than 3 working days after the date of the missed exam.

2. Funeral attendance

Official proof of funeral attendance with the date of the ceremony clearly listed is required. This must be handed in with the appropriate 'Make-up Exam Form' (available from EPP central office) no later than 3 working days after the date of the missed exam.

3. Mandatory courtroom appearance

A copy of the student's official court summons is to be handed in with the date of the required attendance clearly listed. This must be handed with the appropriate 'Make-up Exam Form' (available from EPP central office) no later than 3 working days after the date of the missed exam.

4. Sport events

A signed letter from the student's coach no later than three working days after the exam must be handed with the appropriate 'Make-up Exam Form' (available from EPP **central office**) no later than 3 working days after the date of the missed exam. Students who do not conform to this policy will not be allowed to make up the missed exam.

- Students who miss Midterm and Final exams without a legitimate excuse will automatically receive 0 point for that exam.
- The students who miss an assignment quiz or in-class writing will automatically receive 0 points.
- 'Make-Up Examination Forms' and all other necessary paperwork which are handed in more than 3 working days after the date of the missed exam will NOT be accepted and the students will receive 0 point for that exam.
- The content and the organization of the make-up exam does not have to be the same as the missed exam.
- The date of the Make-Up exam is determined by the Testing Office upon the approval of the make-up exam request form.

5. Assignments

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

ALLOTTED WORKING TIME FOR THE TESTING AND ASSESSMENT CENTRE MEMBERS

Each ICU Testing and Assessment Centre member works 10 hours per week in the Testing and Assessment Centre while continuing to do their lessons at different levels of the program. Among some of the responsibilities of the Testing and Assessment Centre members are writing test specifications, forming a reliable question bank, preparing all the tests of the program such as quizzes, midterms, etc., collecting feedback by giving questionnaires and holding focus group meetings; organizing and monitoring marking practices, writing reports about collected and analyzed data.

PHYSICAL FEATURES OF THE OFFICE USED BY THE TESTING AND ASSESSMENT CENTRE

ICU English Preparatory Program Testing and Assessment Centre needs an office environment having basically the below standards:

- Quiet and away from distraction
- Equipped with the necessary office tools such as PCs, printers, internal telephone, etc.
- Large enough for storing the resource materials and students' exams
- Open for only Testing and Assessment Centre members

RESOURCES NEEDED BY THE TESTING OFFICE

ICU English Preparatory Program Testing and Assessment Centre should have

- regularly updated resources at all language levels for Listening, Writing, Speaking, Grammar and Vocabulary.
- extra assessment packages related to the program materials taken from publishing houses.

SHARED INFORMATION WITH THE PROGRAM STUDENTS ABOUT EPP TESTING AND ASSESSMENT SYSTEM

Dear Students,

As ICU English Preparatory School, our primary aim is to help our students acquire the necessary linguistic knowledge and skills (reading, writing, listening, and speaking) they will need both in real life and throughout their academic studies. At ICU, each new student has to prove that his or her level of English is sufficient for academic studies. The students can certify their English competence either by passing ICU English Proficiency Exam or by bringing a matching score from one of the nationally or internationally recognized language exams such as TOEFL, PTE, FCE, YDS, which are officially recognized by ICU Senate.

INCOMING STUDENTS

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

<i>EXAMS</i>	<i>GRADE</i>
<i>PTE ACADEMIC</i>	55
<i>TOEFL IBT</i>	72
<i>FCE</i>	C
<i>YDS</i>	60

2. If a student does not provide a passing score from an exam stated in the list above, she/he must enter the ICU English Preparatory Program Proficiency Exam.
3. If a student gets a score below 65% on the proficiency exam, she/he must sit through the English Preparatory Program and take the Placement test.
4. If a student gets a score 65% or above on the proficiency exam, she/he earns the right to proceed to the Freshman Program.

OUR TESTING AND ASSESSMENT POLICY

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

The weight of midterm and final is 50 % in calculating the end-of-module average of the program students. The remaining 50% is made up of a variety of in-class assessment tools such as in-class writings, project work, discussions, presentations, etc. These are prepared by class teachers and monitored by level coordinators; only the quizzes are prepared by the Testing and Assessment Centre for all the levels. The Testing and Assessment Centre also provides feedback / support on demand.

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

➤ *ICU English Preparatory Program Proficiency Exam (EPE)*

The aim of the proficiency exam is to decide whether students' level of English is adequate for academic studies in an English-medium university. The exam lasts about 2 hours and assesses reading, grammar, vocabulary and writing. The exam is administered in one session.

ICU English Preparatory Program Proficiency Exam consists of three components:

1. Reading Comprehension
2. Use of English (Grammar & Vocabulary)
3. Essay Writing

1. **Reading Comprehension:** In the first section, candidates read texts at different lengths. Then, they answer the questions testing their comprehension of the text. They fill in the correct vocabulary and complete different paragraphs or sentences.

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

Questions Types: Multiple Choice (Selected Response Items)

2. **Use of English (Grammar & Vocabulary):** Students are asked to complete various sentences in the correct grammatical way.

- Tenses, passive, relative clause, noun clause, conditionals, prepositions, linking words, pronouns, etc. are primarily tested.
- The students complete the texts of different sorts by using various words and grammatical structures.

Questions Types: Multiple Choice (Selected Response Items)

3. **Essay Writing:** In the final part of the proficiency exam, candidates are tested on their ability to write a well-organized academic essay on the same general topic. They use their own knowledge and opinions about the given topic so long as they are well-supported.

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

Duration: 120 minutes

➤ **There is no make-up exam for Proficiency (EPE).**

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 EPE) SPECIFICATIONS**

SKILLS	SPECIFICATIONS	CONTENT
<p>READING <i>Demonstrating a variety of reading skills including understanding of specific information, text organization features implication, attitude and text structure.</i></p>	<ul style="list-style-type: none"> ▪ Reading for gist, reading for details, reading comprehension, ▪ Understanding the main ideas of a text and inferring. ▪ Scanning quickly through long and complex texts, locating relevant details. ▪ Scanning longer texts in order to locate desired information, and gather information from different parts of a text. 	<ul style="list-style-type: none"> ▪ Two long texts (approximately 600 words each) ▪ Three short texts (approximately 200 words each) ▪ 40 questions / 1 point each
<p>USE OF ENGLISH <i>Being able to use grammatical structures and vocabulary in context.</i></p>	<ul style="list-style-type: none"> ▪ Comprehending the meaning and functional use of words and phrases within the text. ▪ Using texts with accompanying grammar and vocabulary tasks/ ▪ Having language awareness with regard to lexical and grammatical elements as used in utterances and brief texts. 	<ul style="list-style-type: none"> ▪ 15 sentence/text completion questions ▪ 20 close-test questions ▪ 35 questions / 1 point each
<p>WRITING <i>Being able to write a well-organized essay</i></p>	<ul style="list-style-type: none"> ▪ Having a clear understanding of essay organization, including introduction, body paragraph(s) and a conclusion ▪ Paying attention to coherence within the sentence, paragraph and essay ▪ Writing a variety of academic essays using examples to support ideas and reasons. ▪ Using a variety of discourse markers and connectors. 	<p>“Essay Types”</p> <ul style="list-style-type: none"> ▪ Opinion ▪ Argumentative ▪ For/Against ▪ Cause and/or Effect ▪ Compare and/or Contrast ▪ Advantage and/or Disadvantage

SKILL: READING

READING	PART 1	PART 2	PART 3
CONTENT	A long text of 600 words which may include a variety of topics such as Education, Medicine, Business, Environment, Art, Engineering, Fashion and Social Sciences.	A text with ... words from which sentences have been removed and placed in jumbled order after the text. Students decide from which part of the text the sentences have been removed.	Four short reading texts of 300 words which may include a variety of topics such as Education, Medicine, Business, Environment, Art, Engineering, Fashion and Social Sciences.
NUMBER OF QUESTIONS FOCUS	10	7	23
	<ul style="list-style-type: none"> ▪ Reading for gist. ▪ Reading for details. ▪ Scanning longer texts to focus on specific details. ▪ Understanding the main ideas of a text. ▪ Inferring from a text. ▪ Gathering information from a text. ▪ Understanding the author's purpose, point of view and tone. ▪ Understanding the content and organization of the text. ▪ Deducing the meaning of a word or phrase. ▪ Understanding of references, such as pronouns within the text ▪ understanding the use of exemplification and comparison 	<ul style="list-style-type: none"> ▪ Scanning quickly through long and complex texts to locate desired information. ▪ Understanding cohesion, coherence and text structure. 	<ul style="list-style-type: none"> ▪ Reading for gist. ▪ Infer the overall message or detailed information of a text. ▪ Understanding the main ideas of a text. ▪ Gathering information from different parts of a text. ▪ Understanding the author's purpose, point of view and tone. ▪ Deducing the meaning of a word or phrase. ▪ Comprehending the meaning and functional use of words and phrases within the text. ▪ Understanding references, such as pronouns within the text. ▪ Understanding the use of exemplification and comparison.
SOURCE	Authentic texts from various sources such as academic books, course books, newspapers, magazine and the Internet	Authentic texts from various sources such as academic books, course books, newspapers, magazine and the Internet	Authentic texts from various sources such as academic books, course books, newspapers, magazine and the Internet

SKILL: USE OF ENGLISH

USE OF ENGLISH

PART 1

PART 2

	Sentence / Text Completion	Cloze Test
CONTENT		
NUMBER OF QUESTIONS	15 questions / 15 points	20 questions / 20 points
FOCUS	<ul style="list-style-type: none"> ▪ Finding the best sentence / phrase to complete the beginning/middle or the last part of the short texts ▪ Completing the sentences with regard to lexical and grammatical elements as used in utterances and brief texts. 	<ul style="list-style-type: none"> ▪ Finding the best answer that fits in the context with regard to the use of affixation, internal changes and compounding in word formation. ▪ Being able to use the level appropriate vocabulary (idioms, collocations, phrasal verbs etc.) and grammar/structure in a given modified cloze text.
SOURCE	Authentic texts from various sources such as academic books, course books, newspapers, magazines and the Internet.	Authentic texts from various sources such as academic books, course books, newspapers, magazines and the Internet.

SKILL: WRITING

WRITING

PART 1

CONTENT	<ul style="list-style-type: none"> ▪ Writing a well-developed academic essay with about 300 words. (classification, compare/ contrast, opinion, advantage / disadvantage, process, cause/ effect, argumentative, for/ against essay...) based on a topic from various fields which might include Education, Medicine, Business, Environment, Art, Engineering, Fashion and Social Sciences...
NUMBER OF QUESTIONS	1 essay chosen out of 3 essay topics
FOCUS	<ul style="list-style-type: none"> ▪ Presenting ideas, opinions, and information clearly and effectively. ▪ Showing aspects of accurate and effective paragraphing. ▪ Achieving elaborateness of details by giving examples, reasons. etc. ▪ Making logical sequencing of ideas by use of transitional words ▪ Using a wide variety of discourse markers and transitional words. ▪ Being familiar with the organization of different essay types. ▪ Using correct formatting, including paper punctuation in an academic essay. ▪ Using verb tenses and independent and subordinate clauses accurately. ▪ Using appropriate, topic-related and correct vocabulary (adjectives, nouns, verbs, prepositions, articles, etc.), idioms, expressions, and collocations. ▪ Explaining a term in a text, using synonyms, definitions or examples.

➤ ***ICU English Preparatory Program Placement Exam***

ICU English Preparatory Program Placement Exam is prepared by the Testing and Assessment Centre and primarily aims to determine students' level of English knowledge in order to place them in the class appropriate to their English levels. The test is 90 minutes long and assesses grammar and vocabulary knowledge and reading skill.

EXAM PREPARATION

- All exams must be the work of ICU English Preparatory Program Testing and Assessment Centre. Texts and audios can be taken from some commercially published resources. Tried and tested exam questions are stored in our test bank for later use in reasonable periods. Testing and Assessment Centre prepares an exam development schedule and shares it with the related people who are to take part in the exam development process.
- All the Quizzes, Midterm and Final exams are developed in accordance with the syllabi. In-class writing topics are chosen by the level coordinators.
- Testing Members attend the level meetings before the exam and give information to the instructors about the exam content which is directly based on the syllabus.
- The level coordinators are responsible for providing feedback on the appropriateness of the exam for their own levels. The specifications must be standardized for each level and be valid throughout the year for the same level. The specifications are then shared with the instructors teaching that particular level/skill area.
- The exam topics are, however, not shared with a third party other than the Coordinating Team and the level Coordinator who proofreads the exam.
- Other assessment tools such as in-class writing assignments, achieve 3000 writing projects, projects, homework, etc. are prepared and assigned by class teachers; monitored and guided by level coordinators.
- In-class writing exam topics are determined by the Testing and Assessment Centre. In-class writing exam papers are copied by each EPP instructor.

ADMINISTRATION OF THE TESTS

➤ *Invigilation Policy and Procedures*

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

Invigilators are expected to follow the procedures closely and be vigilant at all times in order to ensure standardization and to avoid the risk of cheating.

Students are to be seated according to the seating style provided by the Testing and Assessment Centre and they sign for all the exam sessions they sit. After the exam, instructors put the signed attendance list with the exam papers in the exam envelope. The students who were absent during the exam are recorded on the exam signature list as absent by the invigilator.

- The names of the students with disabilities are given to Testing and Assessment Centre in advance and these students are assigned a separate room and an invigilator. Depending on the nature of the disability, the invigilator may have to mark the answers on the optic form or write the essay / response paragraph as dictated by the student. In that case, the invigilator needs to fill out an incident report (preferably in Turkish) and return it to the Testing and Assessment Centre with the related exam papers.

➤ *Cheating*

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

- If a student is talking to another student or looking at another student's paper, she/he is warned firstly and his/her place is changed. If the behavior persists, the student's paper could be taken and she/he is asked to leave the classroom immediately. The invigilator fills in an incident report form immediately after the exam, asks the student to read what she/he has written, and asks him/her to sign it.
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- If cheating is suspected, the invigilator(s) is advised to catch the student in the act, and secure a statement signed by himself/herself and the student. In order not to break the concentration of other test takers, the standby invigilator should be called in the room, and the official report should be written and signed outside the exam room, preferably in the EPP Coordinator's Office. If the student refuses to sign the incident report form, the invigilator does not go into a discussion with the student in any way. It is enough to note down that the student refuses to sign the form on the incident sheet. The student is informed that school's discipline board will review the case. The program coordinator then files the report with the upper administration of the ICU English Preparatory Program.

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MARKING AND GRADING POLICY AND PROCEDURES

➤ ***Invigilation and Marking of Exams***

All instructors will be required to participate in the administration (e.g. assessor/interlocutor), proctoring, standardization and marking of exams during the examination periods which take place at different times of the academic year. On the examination days, all instructors must attend the meeting before the exam related to their levels on time, and they should pay extra attention to their outfit and refrain from wearing jewelry or shoes that make so much noise in order not to distract students' attention during an exam.

The exams are graded firstly by an instructor who does not teach the class and then secondly by the class instructor.

No exam, except for quizzes, in-class writings, midterm and final exam writings, is allowed to be taken out of the university for marking and grading. All the other EPP exams are to be read and graded at the university.

➤ ***Placement and Proficiency***

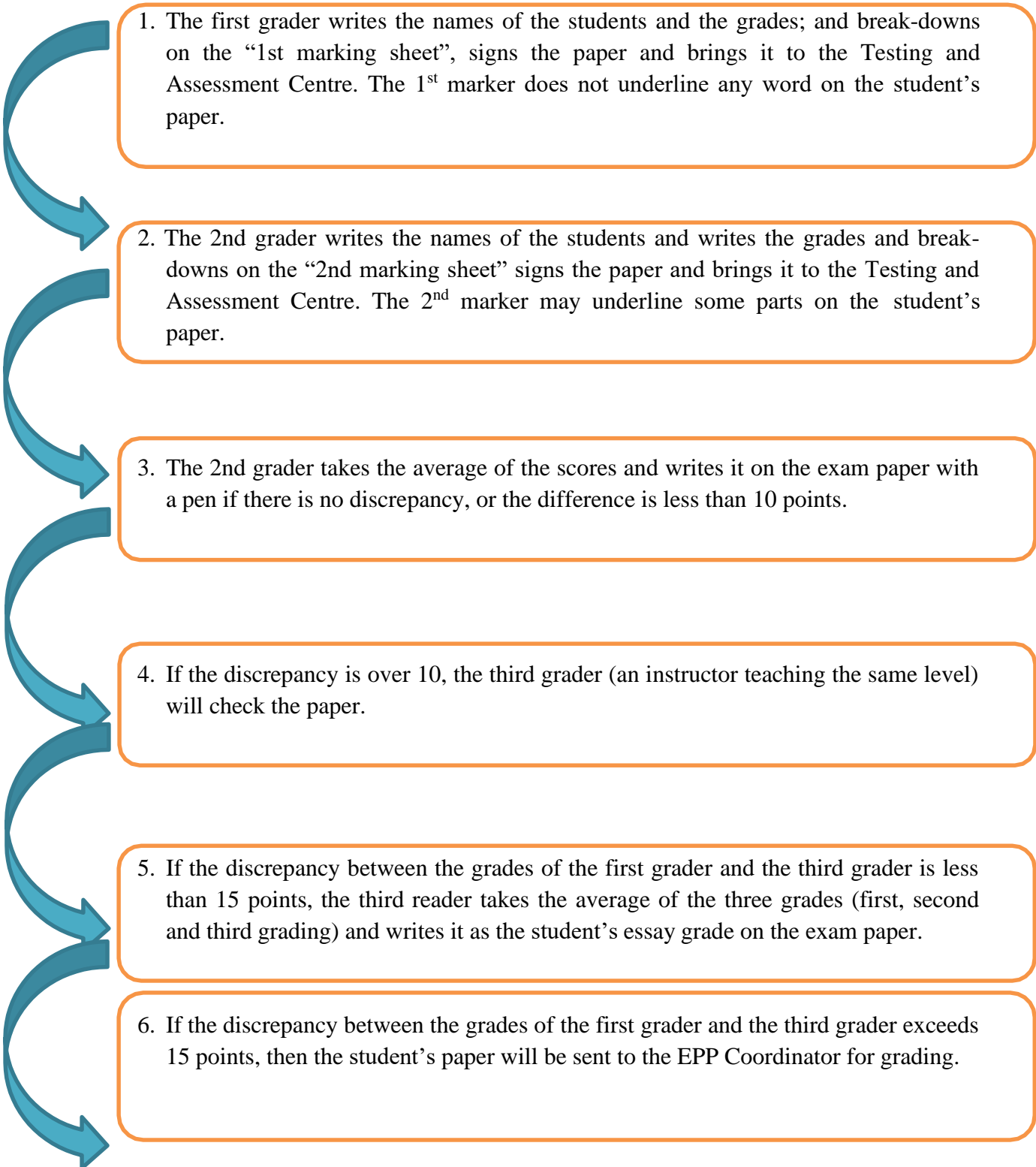
The Placement Exam and the Reading and Use of English sections of the proficiency exam consist of multiple choice items only and the grading of the papers is done by the instructors. Testing and Assessment Centre prepares and gives the answer keys to the instructors. The writing components of the proficiency exam are graded by two different instructors following the procedures stated in the "Marking Writing Section".

➤ ***Midterms and Finals***

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

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

➤ *Marking of the Writing Section of the Test Prepared by the EPP Testing and Assessment Centre*



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

2. The 2nd grader writes the names of the students and writes the grades and break-downs on the “2nd marking sheet” signs the paper and brings it to the Testing and Assessment Centre. The 2nd marker may underline some parts on the student’s paper.

3. The 2nd grader takes the average of the scores and writes it on the exam paper with a pen if there is no discrepancy, or the difference is less than 10 points.

4. If the discrepancy is over 10, the third grader (an instructor teaching the same level) will check the paper.

5. If the discrepancy between the grades of the first grader and the third grader is less than 15 points, the third reader takes the average of the three grades (first, second and third grading) and writes it as the student’s essay grade on the exam paper.

6. If the discrepancy between the grades of the first grader and the third grader exceeds 15 points, then the student’s paper will be sent to the EPP Coordinator for grading.

➤ ***Inter-Scorer Reliability***

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

➤ ***Confidentiality and Security***

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

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

➤ ***Plagiarism in the Exam***

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

➤ ***Plagiarism in assignments***

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

➤ ***Appeals/ Objections***

Students have the legal right to object to their exam scores within “*three days*” following the announcement of grades. They can submit a petition to the secretary of the EPP Coordinator in person. At the end of the appeals period, the Testing and Assessment Centre forms an “*appeal commission*” comprising of the instructors and a Testing and Assessment Centre member.

The student’s exam is checked again by the commission and “*Petition Result Form*” is signed by the instructor stating if there have been any changes to the announced grade.

➤ ***Feedback Cycle***

Students are entitled to receive feedback on quizzes and Midterm Exams. The feedback is given by class instructors in the “*five days*” following the announcement of the grades. This is in the form of one on one feedback outside the classroom; also, the instructors could focus on the common student errors in their subsequent lessons with the whole student group.

➤ ***Keeping the Exam Records and Storage***

Instructors are to keep the quizzes until the beginning of the next academic session and return them to the Testing and Assessment Centre in an envelope with the “*exam return cover page*”. However, Midterm and Final exams, Placement and Proficiency Exams will be returned to the Testing and Assessment Centre with the “*exam return cover page*” once the period for student feedback and objection ends. These papers must be kept in the archives of the Testing and Assessment Centre for “*two calendar years*”. Their records are kept by the department secretary.

EXAM RULES FOR STUDENTS

(The rules below will be put on the noticeboards with their translated version)

1. Be in class in good time. Being late means losing time and disturbing other students.
2. You will be permitted to sit the exam if you arrive within the first 30 minutes of the exam, but you will not be given any extra time. This means, no one is allowed to leave the room for the first 30 minutes of the examination.
3. No one will be allowed to leave the room during the final fifteen minutes of the exam.
4. Before the exam starts, you must ensure that your mobile phones or similar electronic devices are switched off and placed in your bag or pocket. The invigilator may collect your mobile and similar electronic devices. If the invigilator finds or suspects that you are using such devices or any other unauthorized material, your examination will be declared void.
5. Once you have been handed the exam paper/booklet, you should read the directions on the front cover page to ensure that you have the correct paper.
6. Before starting the exam, be sure that you have filled in the required information (name/surname/ student number/faculty or department/ instructor's name) on the cover page.
7. You are not to communicate with one another in any way whatsoever once the exam starts.
8. Be sure you have a pen/pencil, an eraser (and a pencil sharpener) before the exam starts.
9. Sharing/Borrowing pens/pencils/erasers/pencil sharpeners will not be allowed.
10. Food and drinks other than water are not permitted in the exam room.
11. If you require anything during the exam, or if you want to leave the room temporarily, raise your hand to attract the attention of the invigilator. Students leaving temporarily will be accompanied by an invigilator.
12. Students who in any way disturb or interfere with the examination will be requested to discontinue the exam and leave the room.
13. The mark is final, but students have the right to check their exam papers in the presence of the administrator or the instructor and make their complaints about its marking within a week after the marks are announced.

EXAM RULES FOR INSTRUCTORS/INVIGILATORS

Before the Exam

1. As you get the exam papers/booklets, make sure that the number matches the one on the exam attendance list.
2. Be in class in good time (at least ten minutes before the exam starts) to check the seating.
3. Fill in the seating plan and put it on the noticeboard. Make sure that you seat/position the students in the exam room in a way which will decrease the likelihood of cheating before distributing the exam papers.
4. Once the students are seated, remind them that sharing/borrowing pencils/erasers/pencil sharpeners will not be allowed.
5. Food and drinks other than water will not be permitted in the exam room.
6. Make sure that you collect their mobiles and similar electronic devices. Remind the students that if you find or suspect that one of them is using such devices or any other unauthorized material, their exam will be declared void.
7. Students will be permitted to sit the exam if they arrive within the first 30 minutes of the exam, but they will not be given any extra time. This means, no one is allowed to leave the room for the first 30 minutes of the examination.
8. Tell them that no one will be allowed to leave the room during the final fifteen minutes of the exam.

During the Exam

1. After you hand out the exam papers/booklets, ask them to check the information on the cover page and fill in the required information (name/surname/ student number/faculty or department/ instructor's name).
2. Have them check the instructions in the booklet and answer their questions if they have any. Remind them that they cannot ask any questions once the exam starts.
3. Make sure they sign the attendance sheet.
4. You should be on watch at all times during the exam, which will discourage the students from cheating or attempt to cheat. Reading exam questions, books or other distractive activities are not allowed.
5. If you suspect or find out a student is cheating, you should secure any evidence, and immediately notify the administrator.
6. Students who in any way disturb or interfere with the examination will be requested to discontinue the exam and leave the room. Report the incident immediately to the administrator.

7. IN CASE OF TECHNICAL PROBLEMS DURING THE EXAMS

Unfortunately there might be some technical problems during the listening exams. Here are some suggestions to solve these problems:

- a) Make sure that you check the technical equipment of the class you will be proctoring “ONE DAY BEFORE” the exam and call the IT or technical department if any need arises.
- b) Sometimes things may go wrong despite prior check. Then if a technical problem arises during the exam, immediately send a WhatsApp message to Ceyda Biçer or the Testing Office. Please, in your message, be specific about “CLASSROOM NUMBER” and the type of the “PROBLEM”. We will send your class either someone from IT department or from technical department according to the problem you face.
- c) If assistance does not arrive within 5 minutes or the problem is not solved within 5 minutes; then give the students the writing exam; wait for the other classes to finish and do the listening test in a class which has fine equipment.

After the Exam

1. Make sure that you sign the attendance sheet stating how many students have taken the test. Write “absent” for the students who did not take the test. Fill in the exam return cover on the envelope. After signing the paper stating how many exam papers and which class you will be checking, you may get your first grading envelope with the Answer Keys.
2. Go to the Key Discussion Meeting Room.
3. Have a look at the exam questions and students’ answers for possible questions to be discussed during the key discussion.
4. Bring the exam papers to the Testing and Assessment Centre after first grading is completed.
5. Take your second grading envelope from the Testing and Assessment Centre the other day while you are not teaching.
6. The final grade of the student will be written on the system by the second grader.

JOB DUTIES AND RESPONSIBILITIES OF THE MEMBERS OF ICU ENGLISH PREPARATORY PROGRAM TESTING AND ASSESSMENT CENTRE

ICU English Preparatory Program Testing and Assessment Centre members

1. teach up to 20 hours a week and have the same responsibilities as other program instructors.
2. are in charge of directing the assessment at the department level. This includes the tasks as follows:
 - Making sure that tests are administered as scheduled as well as adhering to predetermined exam procedures.
 - Supervising the preparation processes of the midterm and final exams.
 - Getting feedback from the program coordinator and making sure that the necessary changes on the exams are done promptly and duly.
 - The program coordinator gives the final approval.
 - Informing the instructors and students about any changes in the exam contents or procedures.
 - Sending out the invigilation lists and procedures before the exams.
 - Arranging the reliable grading of the exams, which include tasks such as allocating the answer keys, and having key discussion meetings.
3. make sure no problems arise during the administration of the exams.
4. develop materials and resources for testing and assessment.
5. should be present in the office during the official petition period following the relevant exams.
8. establish and maintain effective communication with all the stakeholders. This can be achieved through providing feedback to the management on positive and negative events as well as feedback about instructors.
9. act as the departmental representative for testing and assessment.
10. recommend new resource books and audio-visual materials for testing resources.
11. collect midterms and finals at the end of the academic year and arrange for their secure storage.

***SOME IMPORTANT NOTES FOR ICU TESTING AND ASSESSMENT
CENTRE MEMBERS***

ICU English Preparatory Program Testing and Assessment Centre members are expected to fulfill the following:

- Presenting a professional image
- Making an honest effort to see if these suggestions could prove to be beneficial for the program
- Being fair in all situations
- Being able to resolve problems and conflicts properly and timely
- Paying utmost attention to the accountability

➤ ***Code of Conduct***

1. Testing Office members must preserve the confidentiality of the exam content.
2. Exam preparation schedule and procedures must be followed appropriately (See Exam Preparation Procedures).
3. All stages of exam preparation (drafts of the exams) must be available for review at all times.
4. All feedback must be given and received in a professional way.

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**TESTING AND ASSESSMENT CENTRE IN ICU ENGLISH PREPARATORY
PROGRAM ORGANIZATIONAL STRUCTURE**

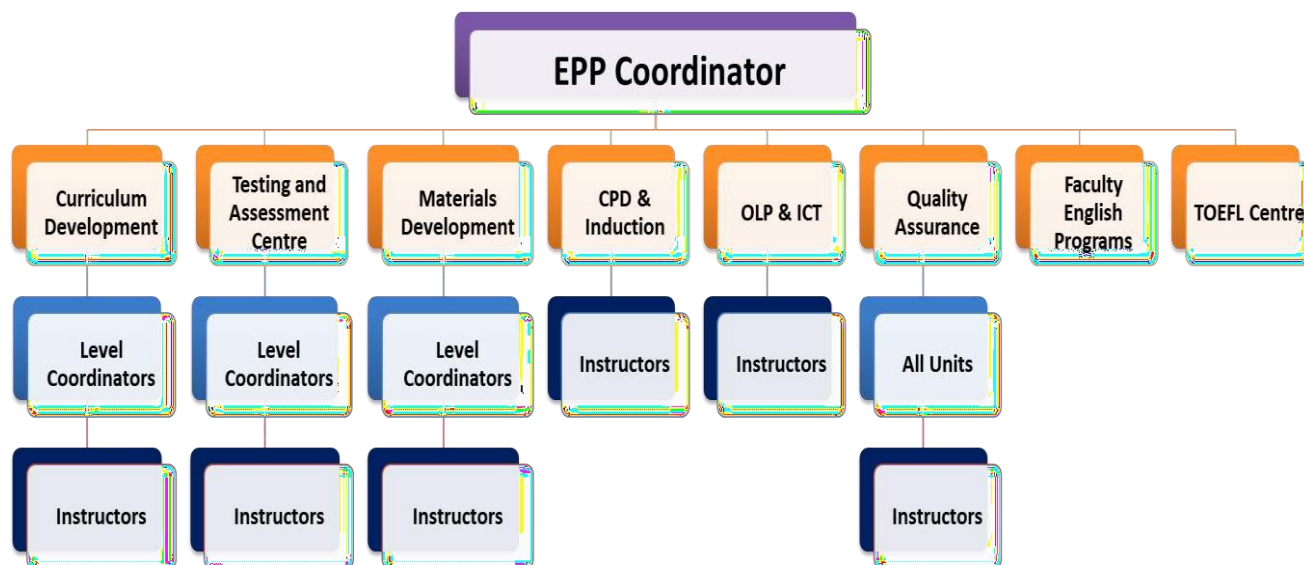


Figure 1: ICU EPP Organizational Structure

REPORTING SYSTEM OF TESTING AND ASSESSMENT CENTRE IN ICU ENGLISH PREPARATORY PROGRAM

ICU EPP Testing and Assessment Centre writes regular reports to EPP Coordinator with regard to be grouped under three categories:

- End-of-session reports (General evaluations)
- End-of-term reports (General evaluations)
- End-of-year quality review report

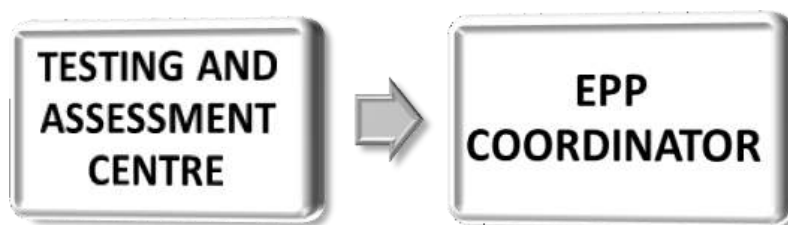


Figure 2: The Reporting Flow

EPP TESTING AND ASSESSMENT CENTRE QUALITY MECHANISMS

ICU EPP Testing and Assessment Centre always puts quality first in its policies, procedures and practices; and follows the below quality cycle in order to continuously review and develop all its policies, procedures and practices. In addition, EPP Testing and Assessment Centre always seeks different opportunities to make contributions to better the EPP students' learning.

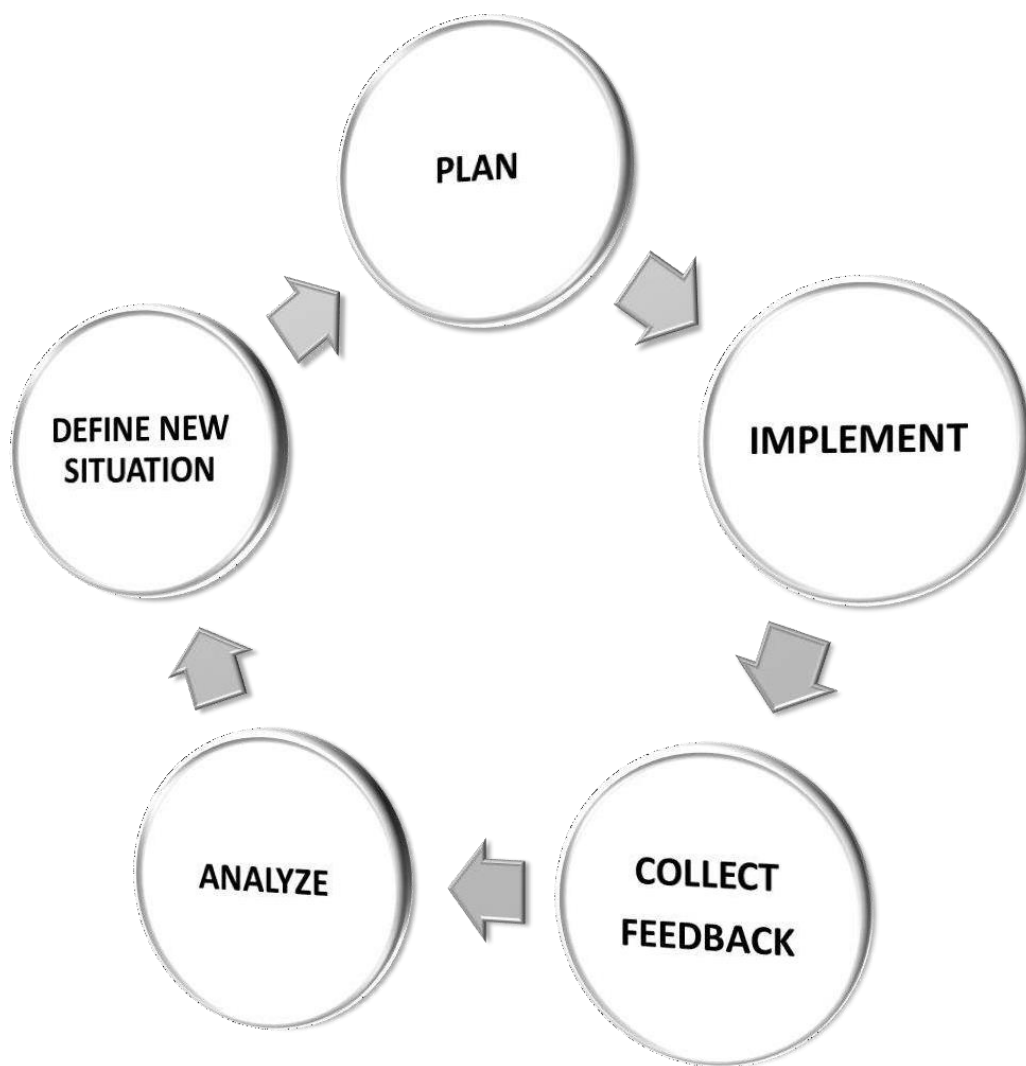


Figure 3: ICU EPP Testing and Assessment Quality Cycle

1. CHECK LIST FOR THE QUALITY OF OUR EXAM ORGANIZATIONS

<i>CHECK LIST FOR CONTINUOUS AND SUSTAINABLE QUALITY</i>	
1	Exam content has been determined after keeping track with the level coordinators and the program instructors.
2	The exam has been prepared in accordance with all the standards and usefulness factors set by the Testing and Assessment Centre.
3	Feedback has been taken from the Testing and Assessment Centre members.
4	Necessary changes have been made after getting feedback from the Testing and Assessment Centre Members.
5	The exam has been proofread by a proofreader and the level coordinator of the relevant level.
6	Necessary changes have been made after getting feedback from the proofreaders.
7	Meeting has been held with the level coordinators and/ or instructors to give some information about the content and components of the exam.
8	Invigilation, grading lists and other exam procedures have been prepared.
9	Invigilation, grading lists and other exam procedures have been sent to instructors at least three days before the exam.
10	The answer keys for the exam have been prepared.
11	The exams and answer keys have been printed at least 4 days before the exam.
12	A key discussion has been organized after the exam.
13	A survey / questionnaire has been given to the instructors about the exam / organise focus meetings.
14	Statistics about the exam results have been analyzed.
15	A report on the evaluation of the exam has been written.

2. COMMUNICATION AND INFORMATION FLOW

ICU EPP Testing and Assessment Center regularly collects feedback as regards the exams, testing and assessment procedures and evaluation mechanisms. Testing and Assessment Centre, by taking account of all the collected and analyzed feedback, continuously seeks to improve its organization and quality. In figure 4; data collection, analysis, reporting and archiving processes are shown.



Figure 4: Feedback, analysis, reporting and archiving system of Testing & Assessment Centre

3. FEEDBACK CHANNELS AND REPORTING MODEL

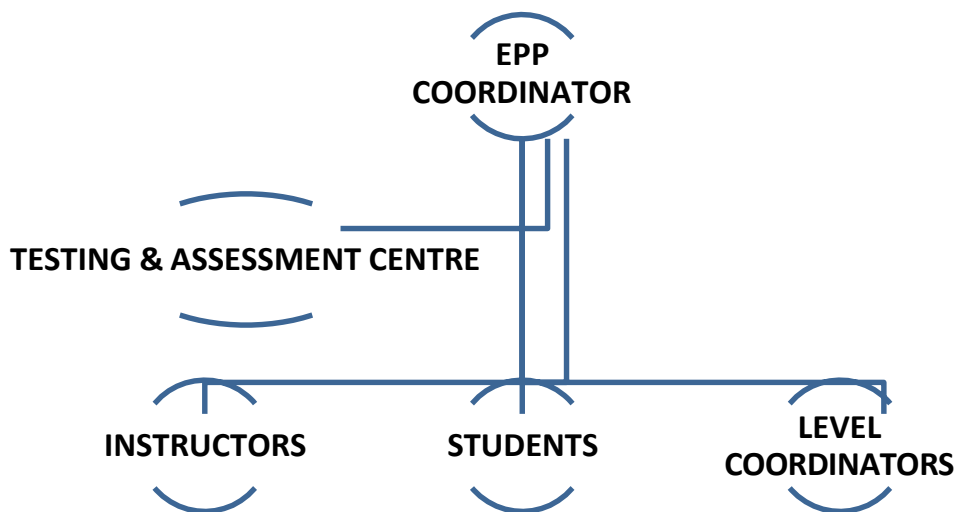


Figure 5: Feedback Channels and Reporting Model

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❖ In order to obtain a comprehensive quality evaluation to see and make the necessary changes and improvements, the below methods are to be made use of:

- Questionnaires (Students - Instructors)
- Focus group meetings (Students – Level Coordinators)
- Assessment results (Statistical data evaluation)

Quality Evaluation Tools	Students	Instructors	Level Coordinators	Statistical Data Evaluation
Questionnaires	1 per semester	1 per semester	x	1 per semester
Focus Group Meetings	1 per academic year	x	1 per semester	x
Assessment Results	x	x	x	After all the Midterm and Final Exams

Table 1: ICU EPP Testing & Assessment Centre Quality Evaluation Mechanisms

APPENDIX 1: EXAM ENVELOPE COVER CONTENT



**ISTANBUL COMMERCE
UNIVERSITY**

ACADEMIC YEAR: 2016 – 2017

ACADEMIC TERM: FALL

DATE:

EXAM NAME:

CLASS:

INVIGILATOR:

FIRST GRADER:

SECOND GRADER:

NUMBER OF STUDENTS:

NUMBER OF COPIES:

APPENDIX 2: EXAM RETURN DOCUMENT



**ISTANBUL COMMERCE
UNIVERSITY**

ACADEMIC YEAR: 2016 – 2016

ACADEMIC TERM: FALL

DATE:

EXAM NAME:

CLASS:

INVIGILATOR:

FIRST GRADER:

SECOND GRADER:

NUMBER OF STUDENTS:

NUMBER OF COPIES:



APPENDIX 3: EXAM SEATING PLAN FORMAT

NAME OF THE EXAM:

DATE OF THE EXAM:

SESSION 1/2/3/4:

ROOM:

INVIGILATOR :

	Name: Surname:	Name: Surname:	Name: Surname:	Name: Surname:	
	Name: Surname:	Name: Surname:	Name: Surname:	Name: Surname:	
	Name: Surname:	Name: Surname:	Name: Surname:	Name: Surname:	
	Name: Surname:	Name: Surname:	Name: Surname:	Name: Surname:	
	Name: Surname	Name: Surname:	Name: Surname:	Name: Surname:	

APPENDIX 4: PROOFREADING CHECK LIST

	YES	NO
The exam has an acceptable format.		
Spelling has been checked.		
Sequence of the question numbers has been checked.		
Correct language usage has been checked.		
Grammar has been checked.		
Typographical errors have been checked		
Punctuation has been checked.		
Omissions, deletions and incomplete citations have been checked.		
The exam is appropriate for the level of the students.		
The instructions are clear.		
The exam has content validity.		
The exam questions are not discriminative and do not include any insulting remarks about any group of people.		
COMMENTS:		

APPENDIX 5: PROOFREADING CHECK LIST SYMBOLS

SYMBOLS	DEFINITION	EXAMPLE
SP	Spelling	The woman has eihgt children. <i>The woman has eight children.</i>
P	Punctuation	We go to school everyday__ <i>We go to school every day.</i>
C	Capitalization	I love to speak english . <i>I love to speak English.</i>
WW	Wrong Word	He lives at Vista. <i>He lives in Vista.</i>
^	Add a Word	You should speak to ^ teacher. <i>You should speak to the teacher.</i>
X	Take Out a Word	Do you go to the work? <i>Do you go to work?</i>
SV	Subject/Verb Agreement	She live in a big house. <i>She lives in a big house.</i>
VT	Verb Tense	I go to the beach yesterday. <i>I went to the beach yesterday.</i>
AG	Agreement	Three boy went to school. <i>Three boys went to school.</i>
?	Unclear Meaning	She likes very today . <i>She likes to play tennis every day.</i>
→	Indent	This is the first sentence in a paragraph. <i>This is the first sentence in a paragraph.</i>
WO	Word Order	They went yesterday to school. <i>They went to school yesterday.</i>
WF	Wrong Form	She is a beauty woman. <i>She is a beautiful woman.</i>
SF	Sentence Fragment	Because I was tired. <i>I went to bed because I was tired.</i>
RO	Run-on Sentence	He walks to school and because of the big school he gets lost but he likes it. <i>He walks to school. The school is big and sometimes he gets lost but he likes it</i>

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APPENDIX 6: ICU EPP MAKE-UP EXAM REQUEST FORM



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**ENGLISH PREPARATORY PROGRAM
MAKE-UP EXAM REQUEST FORM**

Disclaimer: Submission of this request is in no way a guarantee that it will be approved. Each request is considered on an individual basis by the ICU EPP Coordinator.

This form must be filled in completely and submitted in a timely fashion as hard copy to BOTH your instructor and the English Prep Program Coordinator central office.

English Prep Program Coordinator Central Office

Room: _____

Name of the Student Requesting Make-Up Exam:

Number of the Student Requesting Make-Up Exam:

Name of Instructors:

Session: _____

Name of the Missed Exam:

Date and Time of the Missed Scheduled Exam:

(Below, clearly state your reason for missing the exam and requesting a make-up. Include all details pertinent to the request. It is essential that you submit relevant documentation with this form in support of your request.)

Reason/s for Missing the Exam:

Student :

ICU EPP Coordinator:

Approved

Not Approved

Date and Signature

Date and Signature



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ONE FINAL WORD

**If the purpose of learning
is to score well on a test,
we've lost sight of the
real reason for learning.**

Jeannie Fullbright