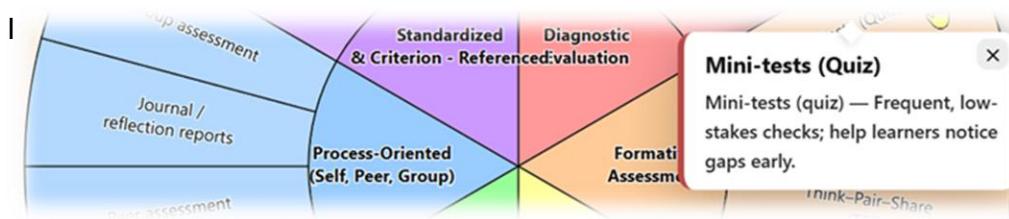


## “Measurement and Evaluation Tools: Pie Chart” Explanations

You can find the explanations of the material called “Measurement and Evaluation Tools: Pie Chart” in a drop-down menu (see Figure 1) here.



You can access the material from this link: <https://ibrahimkaya.com.tr/materyal/01/>

## Inner Circle: Main Approaches

Concept	Explanation
Diagnostic Evaluation	Students' prior knowledge and readiness are revealed; it supports planning before starting instruction (Ausubel, 1968; Black & Wiliam, 1998).
Formative Assessment	It provides continuous feedback throughout the process, promotes learning, and adjusts instruction (Sadler, 1989; Heritage, 2018).
Summarizer Assessment	It shows the level achieved at the end of the unit/course/term; it is used in grades/certificates (Harlen, 2005; Pellegrino et al., 2016).
Performance and Product Focused	The use of knowledge in real tasks is measured; competence is assessed through projects, presentations, OSCE, etc. (Wiggins, 1993; Gulikers et al., 2004).
Process-Oriented (Self, Peer, Group)	It makes the learning process visible with the product; it strengthens self/peer assessment collaboration (Topping, 1998; Panadero, 2016).
Standardized and Criterion-Based	Comparability and consistency with national/international examinations and criterion-based tests are aimed (Nitko & Brookhart, 2014; OECD, 2019).

## Outer Circle: Methods and Tools

Method / Tool	Explanation
<b>Preliminary tests</b>	It scans for prior knowledge and misconceptions. It supports differentiation of instruction.
<b>Short survey / Preliminary information survey</b>	It quickly gathers students' perceptions and expectations. It is used to guide introductory activities.
<b>KWL chart</b>	It reveals what students know, what they want to learn, and what they have learned. It supports self-regulation skills.
<b>Mini tests (quizzes)</b>	These are frequent, low-stakes assessments that help identify student deficiencies early.
<b>Exit ticket</b>	It tests student understanding with a single question at the end of the lesson. It provides immediate feedback on teaching.
<b>Think–pair–share (TPS)</b>	It includes individual thinking, peer discussion, and class sharing. It deepens learning through interaction.
<b>In-process feedback activities</b>	Clarifies points of improvement through example comparison, error analysis, and mini-rubrics.
<b>Final exam</b>	It indicates the level students have reached at the end of the process. It is widely used in grading.
<b>Midterm / Unit Exam</b>	It is used to determine the unit-based level and monitor progress.
<b>Projects (end of term)</b>	Demonstrates cumulative learning. Assessed with clear criteria and rubrics.
<b>Performance tasks</b>	Measures the integration of knowledge and skills in realistic tasks.
<b>Portfolio</b>	It allows students to document and reflect on their development. It provides evidence focused on both process and product.
<b>Presentations and projects</b>	It makes production, communication and defense skills visible.
<b>Rubrics</b>	It makes expectations transparent and grading consistent. It ensures students understand the quality criteria.
<b>Practical exam (OSCE)</b>	Measures clinical and professional skills on a station basis.
<b>Self-assessment forms</b>	It allows students to see the relationship between goal and evidence. It supports self-regulation.
<b>Peer assessment</b>	Improves criteria literacy and quality perception.
<b>Group assessment</b>	Evaluates collaboration processes fairly. Makes visible the contribution of each member.
<b>Daily / reflection reports</b>	It makes the learning process visible and encourages student thinking.
<b>National exams</b>	It enables large-scale comparisons. It provides reliable data for the education system.
<b>International exams</b>	It produces system-level benchmarking and policy data.
<b>Criterion-based achievement tests</b>	Evaluates student achievement based on absolute criteria. Aligns with learning objectives.

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