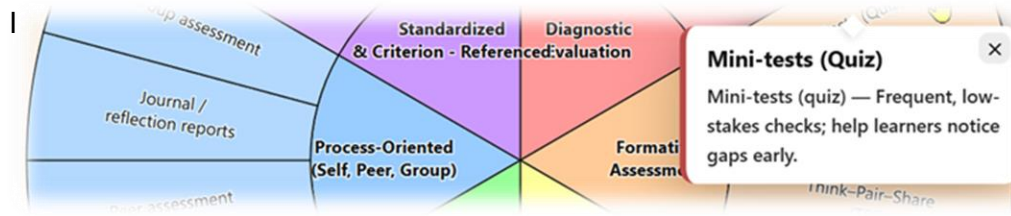


“Measurement and Evaluation Tools: Pie Chart” Explanations

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

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