



T.C.  
ERCIYES ÜNİVERSİTESİ  
SENATO KARARLARI

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**Erciyes University Faculty of Veterinary Medicine, Veterinary Medicine Measurement and Evaluation Principles regarding amendments to some articles. 2022.018.220- The letter dated 02.08.2022 and numbered 283000 from the faculty dean's office and its annexes regarding amendments to some articles of Erciyes University Faculty of Veterinary Medicine, Veterinary Medicine Measurement and Evaluation Principles were discussed.**

As a result of the discussions, it was unanimously decided to make changes to some articles of the Erciyes University Faculty of Veterinary Medicine Department of Measurement and Evaluation Principles as follows:

Current Version	New Version
<b>ARTICLE 4-(1)</b> c) Course Achievement Grade: The grade given to students based on their success in the courses they take, calculated by adding 60% of the midterm exam average and 40% of the final (or resit) exam score as per the principles stated in Article 19 of Erciyes University Associate and Undergraduate Education Regulations and the Erciyes University Faculty of Veterinary Medicine Assessment and Evaluation Principles. The score obtained in a single-course exam is considered the course achievement grade. To pass a course, the final exam grade must be at least 50, and the achievement grade must be at least 60.	<b>ARTICLE 4-(1)</b> c) Course Achievement Grade: The grade given to students based on their success in the courses they take.
<b>ARTICLE 5-(1)</b> b) The course syllabus includes the course objective, weekly topics, knowledge and skills expected to be acquired by students, explanations regarding assessment methods, course resources, and explanations regarding measurement and evaluation.	<b>ARTICLE 5-(1)</b> b) The course syllabus includes the course objectives, weekly topics, knowledge, skills, and attitudes expected to be acquired by students, explanations regarding assessment methods, course resources, and explanations regarding measurement and evaluation.
<b>ARTICLE 5-(1)</b> d) Final, resit, and single-course exams for courses with practical and/or fully practical components will be conducted using product-based evaluations for the theoretical part and process-based evaluations for the practical part.	<b>ARTICLE 5-(1)</b> d) Final, resit, and single-course exams for courses with practical components will be conducted using product-based evaluations for the theoretical part and process-based evaluations for the practical part. Regardless of the proportion of theoretical and practical hours in the program, 50% of the practical grade is included in the course achievement grade.
<b>ARTICLE 5-(1)</b> e) For completely practical courses, 100% of the practical exam grade is considered the course achievement grade. For courses with both theoretical and practical components, regardless of the proportion of theoretical and practical hours in the program, 50% of the practical grade is included in the course achievement grade.	<b>ARTICLE 5-(1)</b> e) For completely practical courses, the final, resit, and single-course assessments will be conducted process-based. 100% of the process-based evaluation grade will be considered the course achievement grade.

<p><b>ARTICLE 5-(1)</b>  <b>g) Product-based measurement and evaluation tools can include multiple-choice tests, true-false tests, fill-in-the-blank, short-answer exams, and oral exams.</b></p>	<p><b>ARTICLE 5-(1)</b>  <b>g) Product-based measurement and evaluation tools include multiple-choice tests, true-false tests, fill-in-the-blank, short-answer, essay (written), and oral exams. Product-based exams must include at least three of these types, and the scoring percentages for each type must be balanced. Questions in the exam paper should be arranged so that questions from the same topic follow consecutively.</b></p>
<p><b>ARTICLE 5-(1)</b>  <b>i) Before the exam, the exam documents and answer keys are prepared with the decision of the Departmental Academic Board and sent to the Dean's Office in a sealed envelope marked as "confidential" at least one week before the exam date.</b></p>	<p><b>ARTICLE 5-(1)</b>  <b>i) Before the exam, the exam documents and answer keys are prepared with the decision of the Departmental Academic Board and sent to the Measurement and Evaluation Commission via the commission's email address at least one week before the exam date.</b></p>
<p><b>ARTICLE 5-(1)</b>  <b>i) Exam documents submitted to the Dean's Office are reviewed by the Measurement and Evaluation Commission for compliance with the principles of measurement and evaluation. Exams are conducted only after the exam documents (questions and answer keys) have been approved by the Measurement and Evaluation Commission.</b></p>	<p><b>ARTICLE 5-(1)</b>  <b>i) Exam documents submitted to the Measurement and Evaluation Commission are reviewed by the Commission for compliance with the principles of measurement and evaluation. Exams can only be conducted after the exam documents (questions and answer keys) have been approved by the Measurement and Evaluation Commission.</b></p>
<p><b>ARTICLE 6-(1)</b>  <b>b) In multiple-choice exams, courses with one-hour weekly lectures contain 20 questions, courses with two-hour weekly lectures contain 25 questions, and courses with three or more hours of weekly lectures contain 40 questions. Each question has five answer choices (A, B, C, D, E).</b></p>	<p><b>ARTICLE 6-(1)</b>  <b>b) Multiple-choice exams are prepared with five answer choices (A, B, C, D, E).</b></p>
<p><b>ARTICLE 6-(1)</b>  <b>c) Midterm and final (or resit, and single-course) exams must cover the topics and competencies taught up to the exam week in a balanced manner. For example, if seven weeks of topics have been covered before the midterm, a 40-question exam should include approximately 5-7 questions from each week.</b></p>	<p><b>ARTICLE 6-(1)</b>  <b>c) Midterm and final (or resit, and single-course) exams must cover the topics and competencies taught up to the exam week in a balanced manner. Questions and scores should be prepared to reflect the topics in the course information package evenly.</b></p>
<p><b>ARTICLE 6-(1)</b>  <b>ç) Questions and answer keys for the exams must be categorized by the instructor into basic questions, intermediate questions, and distinguishing questions based on difficulty levels. This categorization must be submitted along with the answer sheets to the Dean's Office before the exam. The Measurement and Evaluation Commission must review and approve the exam before it is printed and conducted.</b></p>	<p><b>ARTICLE 6-(1)</b>  <b>ç) Questions in the exams must be categorized by the instructor into basic questions and distinguishing questions based on difficulty levels.</b></p>



<p><b>ARTICLE 6-(1)</b> d) Exam questions must be categorized into basic questions, intermediate questions, and distinguishing questions, with their weightings in the exam being 60%, 30%, and 10%, respectively.</p>	<p><b>ARTICLE 6-(1)</b> <b>d) The weight of basic questions in the exam must be 80%, and the weight of distinguishing questions must be 20%.</b></p>
<p><b>ARTICLE 6-(1)</b> <b>e) Beside each question, the week number and difficulty level it corresponds to in the course information package must be written in parentheses.</b></p>	<p><b>ARTICLE 6-(1)</b> <b>e) Beside each question, the week number, learning outcome number, score, and weight (basic, distinguishing) must be written in parentheses.</b></p>
<p><b>ARTICLE 6-(1)</b> f) The answer key of the exam must distribute the correct answers evenly among the A, B, C, D, and E options. For a 40-question exam, correct answers for each option must range between 7-9 questions.</p>	<p><b>ARTICLE 6-(1)</b> <b>f) The clause has been removed.</b></p>
<p><b>ARTICLE 6-(1)</b> g) Since most of the exam time is allocated for reading, each question must be written with as few words as possible. Long texts should be avoided. The information or skill being assessed in the question must be clear and precise.</p>	<p><b>ARTICLE 6-(1)</b> <b>g) Since most of the exam time is allocated for reading, each question must be written with as few words as possible. Long texts should be avoided. The information and skills being assessed in the question must be clear and precise.</b></p>
<p><b>ARTICLE 6-(1)</b> o) At the end of the exam, the answer key must be shared with the students.</p>	<p><b>ARTICLE 6-(1)</b> <b>o) At the end of the exam, the answer key must be announced to the students by the Measurement and Evaluation Commission.</b></p>
<p><b>ARTICLE 7-(1)</b> a) Oral exams are used as much as possible to assess knowledge and skills that are difficult to measure with other exams (e.g., first-day skills).</p>	<p><b>ARTICLE 7-(1)</b> a) Oral exams are used as much as possible to assess knowledge, skills, and attitudes that are difficult to measure with other exams (e.g., firstday skills and competencies). Oral exams can be used as the sole method for assessing a course.</p>
<p><b>ARTICLE 7-(1)</b> b) Questions for oral exams are prepared in advance and announced to students before the exam.</p>	<p><b>ARTICLE 7-(1)</b> <b>b) Topics to be assessed in oral exams (knowledge, skills, competencies, and attitudes) are prepared in advance and announced to students before the exam.</b></p>
<p><b>ARTICLE 7-(1)</b> ç) Oral exam questions are categorized into basic, intermediate, and distinguishing questions based on difficulty levels. Their weightings in the exam are 60% (basic), 30% (intermediate), and 10% (distinguishing), and their contributions to the exam grade are the same.</p>	<p><b>ARTICLE 7-(1)</b> <b>ç) Oral exam questions are categorized into basic and distinguishing questions based on weightings. Their weightings in the exam are 80% (basic) and 20% (distinguishing), and their contributions to the exam grade are the same.</b></p>
<p><b>ARTICLE 7-(1)</b> d) Each student is asked questions drawn by lottery from each difficulty level. The number of questions asked to each student is six (three basic, two intermediate, one distinguishing).</p>	<p><b>ARTICLE 7-(1)</b> <b>d) At least five questions, prepared according to their weightings (80% basic, 20% distinguishing), are drawn by lottery from a question pool and asked to students during the oral exam. Students must be given a reasonable amount of time to think and take notes before answering.</b></p>

<p>ARTICLE 7-(1)</p> <p>t) The rules regarding the asking of questions, providing answers, and grading must be explained to students in advance. The name of the faculty member assessing each student must be announced on the exam day before the exam begins.</p>	<p>ARTICLE 7-(1)</p> <p>f) The rules regarding the asking of questions, providing answers, and grading must be explained to students in advance.</p>
<p>ARTICLE 7-(1)</p> <p>g) Oral exams and exams conducted on materials must be conducted by at least two faculty members, one of whom acts as an observer. Each faculty member grades the exam out of 100, and the arithmetic average of the scores is considered the exam grade.</p>	<p>ARTICLE 7-(1)</p> <p>g) Oral exams and exams conducted on materials must be conducted by at least two faculty members, one of whom is the course instructor and the other an observer. If there are not enough faculty members in the unit, another faculty member from the same department may be assigned as an observer. Oral exams may also be conducted by an exam committee formed from the course instructors of the Department. In this case, the exam score is calculated as the arithmetic average of the scores given by the committee members.</p>
<p>MADDE 7-(1)</p> <p>ğ) Oral exams must be planned and conducted between 08:00 and 18:00 on the exam day.</p>	<p>ARTICLE 7-(1)</p> <p>ğ) The clause has been removed.</p>
<p>ARTICLE 8-(1)</p> <p>c) Exam questions must be categorized by the instructor into basic, intermediate, and distinguishing questions. The weightings of these questions in the exam must be 60% (basic), 30% (intermediate), and 10% (distinguishing), and their contributions to the exam grade must be the same.</p>	<p>ARTICLE 8-(1)</p> <p>c) Exam questions must be categorized by the instructor into basic and distinguishing questions. The weight of basic questions in the exam must be 80%, and the weight of distinguishing questions must be 20%. Their contributions to the exam grade must also reflect these percentages.</p>
<p>ARTICLE 8-(1)</p> <p>ç) Beside each question, the week number and difficulty level from the course information package must be written in parentheses.</p>	<p>ARTICLE 8-(1)</p> <p>ç) Beside each question, the week and learning outcome numbers from the course information package, the question type, and the weight (basic or distinguishing) must be written in parentheses.</p>
<p>ARTICLE 8-(1)</p> <p>j) In interpretive, problem-solving, or case-analysis questions, students must be given a reasonable amount of time to answer each question.</p>	<p>ARTICLE 8-(1)</p> <p>j) In interpretive, problem-solving, or case-analysis essay questions, students must be given sufficient time to answer each question, and this time must be specified in the exam documents.</p>



**ERCIYES UNIVERSITY FACULTY OF  
VETERINARY MEDICINE  
MEASUREMENT AND EVALUATION  
PRINCIPLES  
CHAPTER ONE**

**Purpose, Scope, Basis and Definitions**

**Purpose**

**ARTICLE 1-(1):** The purpose of these Assessment and Evaluation Principles is to regulate the provisions regarding the measurement, evaluation, and scoring of the theoretical and practical knowledge, skills, and other professional competencies acquired by Erciyes University (ERU) Faculty of Veterinary Medicine students during their education and training.

**Scope**

**ARTICLE 2-(1):** These principles cover the rules regarding the assessment and evaluation processes to be applied during the education and training of ERU Faculty of Veterinary Medicine students.

**Basis**

**ARTICLE 3-(1):** These principles are prepared based on the ERU Associate and Undergraduate Education Regulations published in the Official Gazette dated 15/06/2012 and numbered 28324, and in accordance with the standards of national (Association for Evaluation and Accreditation of Veterinary Education Institutions and Programs - VEDEK) and international (The European Association of Establishments for Veterinary Education - EAEVE) accreditation organizations for veterinary medicine education.

**Definitions**

**ARTICLE 4- (1)** These principles are mentioned in;

- a) **Product Based Exam:** It refers to multiple choice, oral, written and multiple choice-written exams in which the theoretical knowledge, skills and achievements given to students are evaluated in a result-oriented manner.
- b) **Process Based Exam:** It refers to the exam in which the knowledge, skills and acquisition processes given to the students in a practical way are evaluated.
- c) **Course Success Grade:** The grade given to students for their success in the courses they take,
- ç) **Portfolio:** It refers to the course-specific form used in process-based evaluations, where the knowledge and skills to be acquired in the courses are specified in detail and shared with students at the beginning of the term.

**CHAPTER TWO**

**Principles of Measurement and Evaluation**

**Fundamentals**

**ARTICLE 5- (1)** Exams are administered according to the following general principles:

- a) A course syllabus (curriculum/portfolio) prepared by the instructor is announced to the students before the start of the semester.
- b) The course syllabus includes explanatory information such as the purpose of the course, weekly topics, the knowledge, skills and attitudes that students are expected to acquire, course resources, etc., and explanations about measurement and evaluation.
- c) Measurement and evaluation processes are carried out according to product (theoretical, result) and process (practical achievement) based evaluation methods. Care is taken to ensure that the effects of product and process based evaluation methods on the end-of-term grades are balanced.
- ç) Midterm exams for courses that have applications can be done product-based and/or process-based. Midterm exams for courses that are entirely applications are done only process-based.

d) In the final, make-up and single course application exams of courses with practice, the theoretical part exams are product-based and the practical part evaluations are process-based. In courses with theoretical and practical hours, 50% of the application grade is included in the course success grade, regardless of the theoretical and practical hours of the course in the program.

e) Final, make-up and single course evaluations of courses that are entirely practical are made on a process-based basis. 100% of the process-based evaluation grade is taken as the course success grade..

f) During the measurement and evaluation process, the instructor is responsible for taking the necessary precautions to minimize measurement errors that may arise from the student, the exam environment and the measurement tool (inattention of the instructor or high anxiety level of the student).

g) Product-based assessment and evaluation tools are multiple choice tests, true-false tests, fill-in-the-blank, short-answer, classic (written) and oral exams. Product-based exams should include at least 3 of these exam types and the scoring percentage of each exam type should be balanced. The order of the questions in the exam paper should be arranged so that questions on the same topics come one after the other.

ğ) In process-based assessment, the student's performance during the term is essential. Process-based measurement and evaluation tools can be applied as project assignments, performance assignments, assignments done during the term, presentations, experiments, preparation examination, case study, case presentation, case discussion, consultation, patient examination, etc., the work done by the student during the term, portfolio, checklist, graded scoring keys, self-assessment, peer assessment (including a student from the upper class in the assessment process), stakeholder assessment (including a professional from the sector outside the faculty in the assessment process), learning diaries, logbooks, field visits to farms, slaughterhouses, official and private institutions and organizations), scientific events attended, etc.

h) It is mandatory to give feedback to students via answer keys after the exams..

ı) The exam documents and answer keys are sent to the Assessment and Evaluation Committee e-mail address at least one week before the exam date, with the information that "they have been prepared in accordance with the methods declared in the assessment and evaluation principles", with the decision of the Department Academic Council.

i) Exam documents sent to the Measurement and Evaluation Commission are examined by the Commission in terms of "compliance with the measurement and evaluation principles". Exams can be held after the exam documents (question and answer key) are approved by the Measurement and Evaluation Commission.

j) Product-based exams are applied with at least 1 midterm and a final exam.

### **Product Based Exam Principles Multiple choice test exam**

**ARTICLE 6- (1)** The product-based multiple choice test exam application is carried out within the rules specified below.

a) Multiple choice test exams are not used alone to evaluate the course, but in conjunction with other product-based exam formats..

b) Multiple choice exams are prepared with 5 answer options (A, B, C, D, E).

c) Midterm and final exams (final, make-up, single course) cover the topics and qualifications covered up until the exam week in a balanced manner. Questions and scores should be prepared in a balanced manner to include the topics in the course information package.

ç) The questions in the exams should be categorized by the instructor as i) basic questions and ii) distinctive questions according to their weight levels.

d) d) In the exam questions, the weight of basic questions should be 80% and the weight of distinctive questions should be 20%.



e) The number of the week and learning outcome to which the questions are related in the course information package, the score of the question and the question weights (basic, distinctive) are written in parentheses next to the questions.

g) Since most of the exam time is spent on reading, each question is written in as few words as possible. Writing long texts should be avoided. The knowledge and skills to be measured in the questions should be specific and clear.

ğ) Each question should test an important skill and not focus on unimportant details..

ı) The order of the questions in the exam paper should be arranged so that questions on the same topics are asked one after the other.

i) Before the exam is administered, each question is carefully examined by the responsible instructor in terms of whether it is of a quality that will measure the skill to be measured without being affected by other characteristics, whether it is appropriate in terms of language and expression, and whether it is technically defective.

j) Before the exam is administered, difficult words, complex sentence structure, long sentences, unclear visual materials and inconsistencies in the items are examined by the responsible instructor.

k) Questions must be clear, understandable and have clear boundaries.

l) A standard explanation containing the exam rules must be written on the exam paper. This explanation includes the purpose of the exam, the duration of the exam, the number of questions, the point values of the questions and other rules.

m) Maximum precautions are taken to ensure reliability in the exam. Exam papers are prepared in different booklets (A, B; A, B, C; or A, B, C, D depending on the number of students) according to the number of students taking the exam. The seating arrangement of the students is arranged according to the booklet types.

n) The exam duration should be a reasonable time to answer the exam questions according to the number of exam questions. Each question should be given at least 1.5 minutes.

o) At the end of the exam, the exam answer key is announced to the students by the Assessment and Evaluation Committee.

### **Oral examination**

**ARTICLE 7- (1)** Product-based oral examination is carried out within the framework of the rules specified below.

a) Oral exams are used to measure knowledge, skills and attitudes (first day skills and competencies) that are difficult to measure with other exams. Oral exams can be used alone to evaluate a course.

b) The subjects to be measured in oral exams (knowledge, skills, competence and attitudes) are prepared in advance and announced to the students before the exam.

c) Oral exams cover all topics and competencies covered until the exam week in a balanced manner.

ç) Exam questions are categorized as basic questions and distinctive questions according to their weight levels. The weights of the questions in the exam should be 80% (basic) and 20% (distinctive) respectively and their reflection on the exam score should be at the same rate.

d) In the oral exam, at least 5 questions prepared according to the question weight (80% basic, 20% distinctive) are drawn by lot from the question pool. Students should be given a reasonable amount of time to think and take notes before answering the questions.

e) The scoring table and answer key for each question are prepared by the responsible instructor before the exam. The answer key is shared with the students at the end of the exam.

f) The rules that students must follow when asking questions, giving answers, and scoring are explained in advance.

g) Oral exams and exams based on material are conducted with at least two faculty members, one of whom is the faculty member teaching the course and the other is the supervisor. In units where there are insufficient faculty members, another faculty member from the same department is assigned as a supervisor. Oral exams can also be conducted by an exam committee formed from the faculty members of the department teaching the course. The exam grade is calculated by taking the arithmetic average of the grades given by the committee members.

#### **Written examination**

**ARTICLE 8- (1)** The product-based written exam application is carried out within the rules specified below:

a) The written exam cannot be used for measurement and evaluation purposes alone, it can be used together with other product-based exams.

b) Midterm and final exams cover the topics and competencies covered up until the exam week in a balanced manner.

c) Questions in the exams should be categorized as basic questions and distinctive questions by the instructor teaching the course. In the exam questions, the weight of basic questions should be 80%, the weight of distinctive questions should be 20%, and the reflection of the questions on the exam score should be at the same rate.

ç) The week and learning outcome number to which the questions are related in the course information package, as well as the question type and score (basic, distinctive) are written in parentheses next to the questions.

d) Since most of the exam time is spent on reading, each question is written in as few words as possible. It is recommended to avoid writing long texts. The knowledge or skill to be measured in the questions is expected to be specific and clear.

e) Each question should test an important skill and not focus on unimportant details.

f) The order of the questions in the exam paper should be arranged so that questions on the same topics are asked one after the other.

g) Before the exam is administered, each question is carefully examined by the responsible instructor to determine whether it is of a quality that will measure the skill to be measured without being affected by other characteristics, whether it is appropriate in terms of language and expression, and whether it is technically defective.

ğ) Before the exam is administered, difficult words, complex sentence structure, long sentences, unclear visual materials and inconsistencies in the items are examined by the responsible instructor.

h) Questions should be clear, understandable and have clear boundaries.

ı) A standard explanation of the exam rules must be written on the exam paper. This explanation includes the purpose of the exam, the duration of the exam, the number of questions, the point values of the questions and other rules.

i) For short answer questions, at least 3 minutes must be given to answer each question.

j) In classical questions based on examining, solving and interpreting a problem/issue/phenomenon, students should be given a time limit to answer each question and this time limit should be stated in the exam documents.



**Process-Based Assessments**

**ARTICLE 9 - (1)** Process-based assessments are conducted to evaluate applications in courses that are completely practical and have applications.

(2) In process-based assessments, information on how the assessments (grading) will be made and which activities will be converted into grades is communicated to students at the beginning of the term.

(3) In process-based assessments, the measurement and evaluation of course success is carried out by the relevant department head by choosing one or more of the appropriate criteria below:

- a) Process-based assessments measure the student's level of fulfillment of the first-day skills and first-day competencies that are announced at the beginning of the semester in which the student took the course.,
- b) Evaluation of the learning logbooks and notebooks of the relevant course,
- c) Evaluation of the seminars and assignments given (assignments given during the semester, project assignments, performance assignments),
- ç) The work done by the student during the term, such as portfolio, presentations, experiments, preparation examination, case study, case presentation, case discussion, consultation, patient examination,
- d) Checklist, rubrics, self-assessment, peer (upper-class student) assessment, stakeholder assessment (external stakeholder relevant to the field), assessment of learning journals (and notebooks),
- e) Evaluation of field visits and technical tours (farm, slaughterhouse, official and private institution and organization visits),
- f) Evaluation of participation in educational and scientific activities (congresses, conferences, training seminars, workshops) related to the course, measured as follows.

(4) Practical exams to be conducted with process-based evaluations are conducted with the following criteria:

- a) Evaluations, interventions and examinations on healthy and/or sick animals,
- b) Examination of biological materials such as cadavers, carcasses, tissues and organs,
- c) Artificial animals, mock-ups and models, organ and tissue studies,
- ç) Applications such as ECG, ECHO, ultrasound, x-ray, anesthesia etc. applied on models and live animals,
- d) Case review, case presentation, case discussion, consultation, patient examination,
- e) Preparation examinations,
- f) Laboratory analyses on biological materials, etc.

(5) The list (portfolio) of skills to be measured and applications to be performed in process-based practical exams (live/inanimate animals, mock-ups, models, simulators, biological materials, inanimate models and diagnostic applications, etc.) is prepared by the responsible instructor before the exam and announced to the students.

(6) In process-based practice exams, the answers to questions about the skills assessed and the practices performed are shared with the students at the end of the exam and feedback is provided to the students. In this way, students are informed about their strengths and weaknesses and their learning deficiencies are eliminated.

(7) In process-based practical exams, the exam grade is evaluated according to the principles stated above. The faculty member responsible for the course and the Department notify the Dean's Office at the beginning of the semester how they will conduct and evaluate process-based evaluations.

(8) Process-based practical exam evaluations are made by a committee consisting of at least two faculty members. The committee consists of faculty members from the relevant department, one of whom is the faculty member who teaches the course. If there are not enough faculty members in the department, the other committee member is determined by the Dean's Office from among the faculty members suggested by the relevant Department Head.

(9) Grading in process-based practical exam evaluations is done by taking the arithmetic average of the grades given by each commission member out of 100.

(10) In the grading of courses that have both product/result (practical) and process-based (theoretical) assessments, the effect of process-based assessments on the exam success grade is taken as 50%.

(11) In practical courses, the practical exam may also be given as an oral exam. However, the oral exam may be given with cases and/or live or dead animals and other practical materials in educational environments such as laboratories, clinics, slaughterhouses, farms, etc. where these materials are located.

#### Post-Exam Procedures

**ARTICLE 10-** (1) After the exam/evaluation, the relevant department(s) send the statistical analysis of the exams (percentage of correct answers given to each question in multiple choice/single, fill-in-the-blank questions, arithmetic average of points received from each question in classic questions, general grade point average) to the dean's office.

(2) After the exam/evaluation, the exam/evaluation documents (questions and answer key, exam statistics) are examined by the Measurement and Evaluation Committee. The Committee prepares an evaluation report for each exam and sends it to the Dean's Office.

(3) Students may object to the exam/evaluation grade within one (1) week (7 days) following the announcement of the exam/evaluation result within the framework of the issues specified in the ERÜ Education, Training and Examination Directive. A faculty representative may also object to exams/evaluations on behalf of the class. The student's objection is examined in accordance with the procedure and concluded within two (2) weeks. If it is necessary to assign academic staff from different faculties to evaluate the objection, this period may be extended up to four (4) weeks.

#### Pre-exam checklists

**ARTICLE 11-** (1) In product-based exam applications, the following control forms are filled out.

MULTIPLE CHOICE TEST ITEM CHECK FORM			
		Yes	No
Question type attribute	1. Can the question measure the behavior it is intended to measure at the desired level?		
	2. Is this the most valid way to measure behavior (knowledge)?		
	3. Is it an important behavior (information) that is being measured?		
	4. Does the exam cover the topics and competencies covered up until the exam week in a balanced manner?		
	5. Does the exam cover the VUÇEP, YEDEK and EAEVE first day skills and first day qualifications?		
Root Properties	6. Is the narrative clear, distinct and limited?		
	7. Has the necessary information regarding the knowledge and skills asked/measured in the question been fully provided?		
	8. Are key words and negative statements highlighted?		
	9. Have clue-inducing expressions been avoided?		
	10. If the correct answer is to be selected depending on a material, is this stated?		
	11. Does the root form the majority of the substance?		
	12. Has it been noted that the stem of the article was not taken verbatim from the lecture notes?		



Scoring	13. Has the scoring key been prepared before the exam?		
	14. Should the use of a certain pattern in the scoring key be avoided?		
	15. Are the correct answers evenly distributed throughout the test?		
	16. Is the response time specified? Is the selected exam time sufficient?		
	17. Is the scoring method specified?		
	18. Is it specified how the answers will be recorded?		
Seeneklerin Nitelikleri	19. Are there any grammatical parallels between the options?		
	20. Is the expression in the options connected to the stem of the item?		
	21. Is there an obvious and single correct answer?		
	22. Are distractors free of words that could be clues?		
	23. Are the distractors substantially the same length?		
	24. Have the distractors been saved from contradiction in meaning?		
	25. Are all the distractors of the same difficulty?		
	26. Are the options free of expressions such as "never, always, every, all, sometimes"?		
	27. Have expressions such as "all of the above" and "none of the above" been used appropriately?		
	28. Are the distractors sufficient to attract the attention of uninformed respondents?		
	29. Are the numerical options given in order of magnitude?		
	30. Have ergonomic principles been taken into account in writing the items and options?		

## CONTROL FORM FOR OTHER TEST TYPES

		Yes	No
Question type attributes	Have the exam question and scorecard list been prepared and shared with students before the exam?		
	1. Can the questions measure the desired knowledge and skills at the desired level?		
	2. Are the question forms used balanced?		
	3. Is this the most valid way to measure behavior?		
	4. Is it a basic knowledge or skill that is being measured?		
	5. Do the exam questions cover the topics and competencies covered up until the exam week in a balanced manner?		
Root properties of matter	6. Do the exam questions cover VUEP, VEDEK and EAEVE first day skills and first day competencies?		
	7. Is the narrative clear, distinct and limited?		
	8. Has all necessary information been provided?		
	9. Are key words and negative statements highlighted?		
	10. Have potentially suggestive expressions been avoided?		
	11. If the correct answer is to be selected depending on a material, is this stated?		
	12. Does the radical form the majority of the substance?		
	13. Has it been noted that the stem of the article was not taken verbatim from the lecture notes?		
	14. Are the classical questions prepared short, clear, understandable and with clear boundaries?		

Scoring	15. Has the scoring key been prepared before the exam?		
	16. Has the use of a specific pattern been avoided in the scoring key?		
	17. Is the response time specified? Is the selected exam time sufficient?		
	18. Is the scoring method specified?		
	19. Is it stated how and where the answers should be written?		

PORTFOLIO PREPARATION AND EVALUATION CONTROL FORM			
		Yes	No
	Has the course portfolio been prepared to include VUÇEP, VEDEK and EAEVE first day skills and first day competencies?		
	Have the portfolio question and score list been prepared and shared with students before the exam?		
Question type attributes	1. Can the portfolio questions measure the knowledge and skills included in the course information package at the desired level?		
	2. Has the portfolio been prepared in a way that covers the questions, topics, and the knowledge and skills to be acquired in a balanced way?		
	3. Is this the most valid way to measure knowledge, first-day skills and competencies?		
	4. Is it a basic knowledge or skill that is being measured?		
	5. Do the portfolio questions cover the knowledge covered up until the exam week and the skills and competencies on the first day in a balanced manner?		
Root Properties	6. Is the narrative clear, distinct and limited?		
	7. Has all necessary information been provided?		
	8. Are key words and negative expressions highlighted?		
	9. Have suggestive expressions been avoided?		
	10. If the correct answer is to be selected depending on a material, is this stated?		
	11. Does the root form the majority of the substance?		
	12. Have the portfolio questions been prepared in a short, clear, understandable and clearly defined manner?		



Scoring	13. Has the portfolio scoring key been prepared before the exam?		
	14. Has the portfolio scoring key been used to avoid using a specific pattern?		
	15. Is the average response time specified for portfolio-based assessments? Is the selected assessment time sufficient?		
	16. Are the scoring method and scores for portfolio questions specified in the portfolio list?		
	17. Is it specified in the portfolio list how and where the evaluations will be marked?		
	18. Portfolyo deęerlendirmesinin basan notuna katkısı belirtilmis mi?		
Other	19. Is it specified where the portfolio assessment will be conducted (laboratory, hospital, clinic, farm, shelter, slaughterhouse, businesses, other professional institutions and organizations, etc.)?		

### CHAPTER THREE

#### Miscellaneous and Final Provisions

##### Cases Where There Is No

##### Provision

**ARTICLE 12- (1)** In cases where there is no provision in these principles, the Faculty Board decisions are applied.

##### Force

**ARTICLE 13- (1)** These principles come into force on the date they are accepted by the Erciyes University Senate and apply to all students registered in the faculty on the date they come into force.

##### . Executive

**ARTICLE 14- (1)** These principles are implemented by the Dean of Erciyes University Faculty of Veterinary Medicine.