

Assessment and Evaluation Approach of Türkiye's Curriculaⁱⁱⁱ

“No individual is exactly the same as another. Therefore, it is against human nature for curricula and, accordingly, the assessment and evaluation process to be 'suitable for everyone,' 'valid, and standardized for everyone.' Therefore, it is necessary to approach the assessment and evaluation process with maximum diversity and flexibility. Curricula serve as guiding principles in this regard. It is not realistic to expect curricula to encompass all elements of assessment and evaluation. Due to the significant impact of diversity in education, including factors such as the individual, educational level, course content, social environment, school resources, etc., the effectiveness of assessment and evaluation practices relies not on the curricula but on the teachers and educational practitioners. At this point, originality and creativity are the primary expectations from teachers.

Based on this perspective, the principles that guide assessment and evaluation practices in curricula can be summarized as follows:

1. Assessment and evaluation activities should align maximally with all components of the curricula based on the boundaries of objectives and explanations.
2. The curriculum does not impose strict limits on assessment tools and methods that can be used in the assessment process; it only provides guidance. However, preferred assessment and evaluation tools and methods should adhere to the required technical and academic standards.
3. Assessment and evaluation practices in education are an integral part of the education process and are carried out throughout the educational journey. Assessment results are considered in conjunction with the observed processes, rather than in isolation.
4. Due to individual differences, it is not appropriate to speak of a universally applicable, standardized assessment and evaluation method that encompasses all students. The academic development of students is not measured and evaluated using a single method or technique.
5. Education is not only about "knowing (thinking)" but also about "feeling (emotion)" and "doing (action)"; therefore, relying solely on cognitive measurements is not sufficient.
6. Multifaceted assessment and evaluation are essential. Assessment and evaluation practices involve active participation from teachers and students.

7. Individual characteristics subject to assessment and evaluation, such as interests, attitudes, values, and achievements, can change over time. Therefore, it is crucial to use measurements that consider changes within the process, rather than assessing these characteristics at a single point in time.”

ⁱ This document was translated from the section of “Öğretim Programlarında Ölçme ve Değerlendirme Yaklaşımları [Assesment and Evaluation Approaches in Curricula]” in the science and math curricula published on the website of the Turkish Ministry of National Education (2023). <http://mufredat.meb.gov.tr/Programlar.aspx>

ⁱⁱ ChatGPT was used for translation and then the text was edited: OpenAI. (2023). ChatGPT (May 24 version). <https://chat.openai.com>