Examination of the Türkiye Century Education Model Curriculum Common Text in terms of Inclusive Measurement and Evaluation Principles [*]

Süleyman Temur [1]

Abstract

Keeping education systems up-to-date can be achieved through curricula that are continually renewed and reflect the spirit and needs of the times. In this regard, it's crucial for Türkiye, which has a dynamic and rich social diversity, to restructure its education system and adapt it to meet current needs. In this context, the Ministry of National Education (MoNE) has announced to the public that it will renew the curricula under the name "Türkiye Century Education Model" and will gradually implement it starting from the 2024-2025 academic year. Therefore, the research aims to assess the compliance of the "Türkiye Century Education Model Curriculum Common Text" (TCEMCCT), published in 2024, with inclusive measurement and evaluation principles. This is because the curricula can only be deemed inclusive if the approach to measurement and evaluation is also inclusive. In the study, qualitative research methods were used, and data were collected through document review. The data obtained were subjected to content analysis and supported with direct quotes. As a result of the research, it was observed that the "TCEMCCT" included inclusive measurement and evaluation principles and practices under the headings of "holistic education approach," "learning evidence (measurement and evaluation)," "considerations in measurement and evaluation practices," "differentiation," and "support." This result indicates that the understanding of inclusive measurement and evaluation in "TCEMCCT" overlaps with the goals of ensuring equal opportunities in education, a fair educational process, and responding to the needs of all students. Various recommendations have been made as a result of these findings.

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[1] Niğde Ömer Halisdemir University, Graduate School of Educational Sciences, Türkiye, temursuleyman19@gmail.com

Introduction

In order to keep up with and steer the rapidly changing and complex conditions of the 21st century, it's crucial to raise individuals who can grasp their era, analyze the needs of society, think innovatively, access information easily, and embrace lifelong learning (Çiftçi, Sağlam, & Yayla, 2021; Uçak & Erdem, 2020). Because the sustainability of societies and civilizations relies on their ability to adapt to changing conditions. For this reason, societies strive to educate their individuals by keeping up with the scientific developments required by the age and capturing the spirit of the times (Pektaş & Ekşioğlu, 2023). In this context, it plays a critical role to make the education system suitable for imparting 21st-century skills. Indeed, a contemporary, modern, and up-to-date education system also brings social development and prosperity. Keeping education systems current can be achieved through constantly renewed curricula that reflect the spirit and needs of the times (Önlen, Tatan, & İbret, 2020).

In Türkiye, a dynamic and diverse society, individuals with different ethnic backgrounds, religions, languages, income levels, and lifestyles live together (Acar Çiftçi & Aydın, 2014). This cultural, socioeconomic, and geographical diversity means that students' needs and learning styles can vary significantly. Therefore, restructuring Türkiye's education system and adapting it to meet current needs is critically important (Ülçay, 2024). In this context, the Ministry of National Education (MoNE) has renewed the curricula under the name "Türkiye Century Education Model Curriculum Common Text" (TCEMCCT). Announced by MoNE in 2024, this educational reform, which anticipates fundamental changes in the Turkish education system, will be gradually implemented starting from the 2024-2025 academic year (MoNE, 2024). The main aim of this renewal effort is to cultivate versatile and virtuous individuals who can adapt to changing global conditions and possess 21st-century skills. In this context, the justifications for the curriculum renewal efforts carried out in line with TCEMCCT can be listed as adapting to changing world conditions, developing 21st-century skills in students, nurturing multifaceted individuals, using assessment methods centered on learning processes, adopting differentiated teaching approaches that consider student diversity, creating flexible learning environments, enhancing digital competence, fostering virtuous individuals, ensuring equal opportunities in education, producing individuals who can succeed in global competition, and establishing a fair education system. These justifications align with contemporary educational understanding and aim to enhance students' skills in accessing information, critical thinking, problem-solving, and creativity. Many of these justifications point to inclusive education, which forms the foundation of TCEMCCT (Efe, 2024). Indeed, TCEMCCT aims to establish an equitable and fair education system that addresses all segments of society by maximizing each individual's potential (Yıldırım & Çalışkan, 2024). Inclusive education focuses on respecting individual differences by considering students' interests, talents, and needs, designing flexible learning environments for the sake of equal and fair education, and ensuring equal opportunities and differentiated teaching (Ainscow, 2020; Bagger, 2022; Sakız, 2024; Temur, 2024a). In this context, the differentiated teaching, flexible learning environments, and digital competencies offered by TCEMCCT support an inclusive understanding of education by addressing students' individual differences. Moreover, the virtue-value-action framework emphasizes holistic development, which is one of the fundamental principles of inclusive education, by targeting students' growth not only academically but also socially and emotionally. According to Biewer (2017), inclusive education aims to ensure that every student has full participation in the education system, regardless of differences such as special needs, gender, migration, and socioeconomic background. TCEMCCT aims to create an inclusive education environment by addressing students' individual differences through elements such as differentiated instruction, flexible learning environments, and accessible infrastructure. This way, the goal is for each student to maximize their potential and achieve academic success. Additionally, Rubina (2023) emphasizes that among the effective strategies for overcoming barriers are the implementation of accessible infrastructure, the provision of diverse and adaptable teaching methods, the promotion of a culturally sensitive curriculum, and the encouragement of an inclusive and supportive school culture. The virtue-value-action framework of TCEMCCT contributes to creating an inclusive school culture by promoting

students' respect for different cultures and encouraging tolerance. Moreover, according to Mosito (2023), one of the biggest challenges for education systems in the 21st century is to meet the needs of a diverse student population. In response to this challenge, TCEMCCT aims to ensure that every student has equal opportunities by removing the barriers to inclusive education. Addy et al. (2022) emphasize that inclusive education is an approach to teaching that fosters a sense of belonging and values all student groups equitably. The principle of differentiated instruction at TCEMCCT serves this approach by allowing each student to develop their unique potential, taking into account their different learning styles and needs. This way, students feel valued during the educational process and develop a sense of belonging. In conclusion, by adopting elements such as differentiated instruction, flexible learning environments, accessible infrastructure, and a culturally sensitive curriculum in a way that overlaps with the theoretical frameworks in the literature on inclusive education, TCEMCCT aims for all students to maximize their potential.

Inclusive education is an approach that is examined from various dimensions in national and international literature and stands out with its different characteristics. According to Rubina (2023), inclusive education aims to maximize the potential of every student by considering their individual differences as strengths. This approach allows students with special needs and all other students to learn together in the same educational environment, fostering solidarity and tolerance among them (Sakız, 2022). Furthermore, in inclusive education, students are not passive recipients; they are active participants in the learning process. They manage their own learning, ask questions, and gather information from various sources, making their learning more lasting and meaningful (López Jiménez, Castillo Venegas, Taruman Monsalve, & Urzúa Calderón, 2023). Inclusive educational settings support students in feeling safe and a sense of belonging, helping them build strong social connections and enhancing their motivation to learn (Temur & Uslu, 2024). Additionally, physical and social learning environments tailored to students' needs provide them with access to different resources, individualized support from teachers, and opportunities to collaborate with peers (Sakız, 2024). In this context, we can express inclusive education as an approach that takes into account students' individual differences, aims to maximize their potential, enriches their learning processes, and contributes to their social, emotional, and academic development. This approach is also supported by current research and is becoming widespread in educational systems in many countries.

Inclusive education can only be considered truly inclusive if the approach to assessment and evaluation is also inclusive (Gülay & Altun, 2022). In inclusive education, the focus of assessment should be based on the progress a student has made in the learning process, rather than where they stand compared to their peers (MoNE, 2020). This is because, in the context of inclusive education, assessment and evaluation are defined as procedures used to collect comprehensive and unbiased information about the performance, learning, and development levels of all students, allowing for educational and instructional decisions to be made (Mariotti & Homan, 2010). In schools that adopt an inclusive education model, the understanding of assessment and evaluation is undergoing a significant transformation. As Sakız et al. (2022) point out, within this transformation, assessment and evaluation practices are becoming more flexible, can be tailored to individual students, and focus on providing realistic data about students' development and learning levels rather than pursuing aims like segregation or labeling. Additionally, evaluating the effectiveness of inclusive education practices is critically important for ensuring that all students with diverse abilities receive the support they need (Davidova, 2024). This evaluation should not only focus on learning issues originating from students but also encompass the factors that underlie these issues, the symptoms that arise, and potential future problems (Kartini & Aprilia, 2022). Indeed, the approach to assessment in inclusive education forms the backbone of the learning process, and it is essential that these elements are inclusive and student-centered. In this context, the assessment approach should highlight the individual characteristics of all students with different traits and must have a flexible structure aimed at overcoming disadvantages. Also, the chosen assessment method should take into account the diverse characteristics of students themselves.

MoNE (2020) explained the key considerations for assessment in inclusive classrooms as part of the "Inclusive Teaching and Assessment" module within the Inclusive Education Teacher Training Program conducted in collaboration with UNICEF:

1. A Supportive and Judgment-Free Environment: Students should be supported to focus on their abilities without the fear of being judged during the assessment process. Assessment should be seen not as a barrier to learning but as a tool that encourages and guides learning.

2. Focus on Individual Development: Assessment should go beyond measuring students' prior knowledge and skills, focusing instead on how much progress they have made in various areas throughout the learning process. This way, a clear picture of each student's individual development can be obtained.

3. Feedback Aimed at Improvement: The main goal of assessment is to identify shortcomings and provide constructive feedback to help each student reach their potential. This feedback should be encouraging and supportive, not disparaging.

4. Evaluating Strengths and Weaknesses: Assessment should comprehensively address a student's strengths and weaknesses and use this information to support their development. This evaluation should avoid labeling or comparison, instead focusing on tracking the individual's growth.

5. Various Assessment Methods and Techniques: A single method or technique is not sufficient for a comprehensive assessment. Various assessment methods and techniques that can cater to different learning styles and skills should be utilized.

6. Avoiding Individual Comparisons: Assessment should focus on each student's individual development rather than comparing students to one another. This ensures that every student has a fair and equitable opportunity for assessment.

The main purpose of assessment is to rank and select, which inherently excludes certain groups of students from specific areas (Nieminen, 2022). According to Bagger's (2022) framework, being included in the assessment is closely related to access and participation. Indeed, the perception of inclusivity in assessment is connected to how disability is conceptualized (Gabel and Peters, 2004). The concept of accessibility is evaluated in three main dimensions in educational environments: physical, perceptual, and digital (Ketterlin-Geller, Jamgochian, Nelson-Walker, & Geller, 2012). The physical dimension includes elements such as easy access to physical environments like school buildings, comfort in being in those spaces, and the ease of accessing teaching materials (Moriña, 2017; Yılmaz, Öner Sunkur, & Derya, 2024). The perceptual dimension refers to the ability to perceive information through different senses, encompassing practices like turning visual information into audio for the visually impaired or using visual supports for those with hearing impairments (Merleau-Ponty, 2017). The digital dimension means facilitating access to information and technologies. This dimension, defined by Weber, Elsner, Wolf, Rohs, and Turner-Cmuchal (2022) as technical accessibility, refers to scenarios like the accessibility of websites or software having different user interfaces. In this context, ensuring that the environment where exams are conducted is physically and psychologically comfortable for all students, designing assessment tools to reflect students' individual differences and learning goals, and using alternative assessment methods (such as portfolios and performance evaluations) can be said to contribute to integrating accessibility elements across the physical, perceptual, and digital dimensions into assessment processes and creating an inclusive educational environment. Furthermore, research has shown that the fear of shame and stigma can lead disabled students to avoid using assessment accommodations and prefer to hide their disabilities (Grimes, Southgate, Scevak, & Buchanan, 2019; Kendall, 2016; Morina, 2022). This situation can result in them performing poorly on assessments.

When the literature is examined, it has been observed that various curricula such as secondary education (Koçyiğit & Şimşek, 2019), primary education (Şimşek et al., 2019), German (Tuzcuoğlu Bülbül, & Sakız, 2020), preschool (Göl & Sakız, 2020), 5th grade English (Gültekin Talayhan & Sakız, 2022), and social studies (Temur, 2024a, 2024b, 2024c) have been analyzed in terms of inclusive education principles. However, no findings have been encountered indicating that the "Common Text of Türkiye 's Century Education Model Curricula," published in 2024, has been subject to a comprehensive evaluation. Therefore, the research aims to assess the compatibility of the 2024 Türkiye Century Education Model Curricula's Common Text with inclusive assessment and evaluation principles. In this context, the research aims to highlight the importance of inclusive education principles in creating an equal and fair assessment system for all students and to contribute to the improvement of existing practices in this field. The study seeks to answer the sub-questions listed below:

1. What concepts and terms are used in the fundamental principles, definitions, and sub-dimensions of inclusive measurement and evaluation in TCEMCCT? This question aims to reveal the theoretical framework that the model offers for inclusive measurement and evaluation. In this context, the definitions of key concepts like "equality," "justice," "diversity," and "inclusion" as presented in the text, and the contexts in which they are used have been examined.

2. In TCEMCCT, what concepts, explanations, and expressions are used to evaluate not only students' academic achievements but also their social, emotional, and skill development? This question aims to present the model's holistic approach to student evaluation. In this regard, how concepts such as "21st-century skills," "social-emotional learning," and "holistic development" are expressed, and what assessment methods they indicate have been analyzed.

Method

Research Model

In this study, a qualitative research method was used. This method allows researchers to gain in-depth knowledge about the research topic and understand the perspectives and experiences of the participants (Yıldırım & Şimşek, 2021). In this context, the rationale for choosing a qualitative research method can be explained as the desire to deeply understand the inclusive assessment and evaluation principles in TCEMCCT, to evaluate the place and effects of these principles in the education system, and thereby to have a clearer understanding of the model's strengths and weaknesses and the areas that need improvement.

Data Source and Data Collection

In this study, data was collected using the document analysis method. Document analysis, as one of the qualitative research methods, involves the systematic and comprehensive examination and interpretation of written texts (Bogdan & Biklen, 1992). This method allows researchers to uncover the meanings of texts, the perspectives of authors, and the context in which the texts were created (Goetz & LeCompte, 1984). In this context, the "Türkiye Century Education Model Curriculum Common Text" published in 2024 has been chosen as the data source for the research. The citation of the document used in the research is provided below:

- Ministry of National Education [MONE]. (2024). *Türkiye Century Education Model Curriculum Common Text*. MEB Publications.

In this study, document analysis was carried out following the stages suggested by Forster (1994) and Merriam (2009). These stages are as follows:

1. "Accessing the documents": The "Türkiye Century Education Model Curriculum Common Text" shared on the official website of the "Ministry of National Education" (MONE) "Board of Education" (BoE) was considered the necessary document.

2. "Checking the originality of the documents": The originality of the "Curriculum Common Text" was established with BoE's decision numbered 20, dated 23.05.2024.

3. "Adopting a system for coding and categorization": Table 1, prepared regarding the fundamental principles, definitions, and sub-dimensions of inclusive education, was referenced.

4. "Analyzing the data": The data in the "Curriculum Common Text" was analyzed according to the criteria mentioned in Table 1 (understanding of inclusive assessment and evaluation).

5. "Using the data": The findings obtained from the analysis were used to find answers to the research questions and to reveal new information about the research topic.

Data Analysis

In this study, documents related to the inclusive measurement and evaluation principles in TCEMCCT were examined in detail using content analysis. Content analysis is a research method that involves the systematic examination and analysis of written or visual content (Saldana, 2011). This method allows researchers to identify patterns and themes in the material and understand how these themes respond to the research questions (Fraenkel, Wallen, & Hyun, 2012).

In this study, a framework presented in Table 1 was used to examine the inclusive measurement and evaluation principles of TCEMCCT. This framework was created by the researcher to define the fundamental principles and sub-dimensions of inclusive measurements and evaluations. The principles and sub-dimensions listed in the table form the basis of an inclusive measurement and evaluation, ensuring that all students have access to and participation in high-quality education and teaching, regardless of their different backgrounds, skills, abilities, and learning styles. This framework was used to assess how well TCEMCCT aligns with the inclusive measurement and evaluation principles.

Table 1. Basic Principles, Definitions, and Sub-dimensions of Inclusive Education

Principle	Sub-dimensions
An assessment and evaluation approach that addresses individual differences (different interests, abilities, and needs)	-Adaptation according to students' individual characteristics and developmental rates (Öner, 2022). -Different assessment criteria for students (Bayram & Öztürk, 2021). -Inclusive assessment and evaluation tools meet the cultural, social, individual and academic needs of students (Demir Başaran, 2019).
Process-oriented assessment/developmental (formative) assessment	-Assessment at different times and over a period of time (Florian & Beaton, 2018). -Monitoring students' progress (Tuzcuoğlu Bülbül & Sakız, 2020). -Seeing their strengths and weaknesses (Gültekin Talayhan & Sakız, 2022). -Formative assessment techniques (Black & Wiliam, 2010). -Adaptation according to student needs (Chand & Pillay, 2024).
Providing feedback is a transparent measurement and evaluation process.	-Formative assessment practices that provide feedback (Tuzcuoğlu Bülbül & Sakız, 2020). -Receiving clear and explicit information about the results of the assessment (Booth & Ainscow, 2002).
Use of various assessment and evaluation tools	-Portfolio, peer-self assessment and performance assessment (Taneri, 2019). -Concrete product files, attitude and behavior changes (Bayram, 2019). -Projects, presentations, creative writing, concept mapping and puzzles (MoNE, 2020).

Table 1. Continued

Principle	Sub-dimensions
Cooperation	-Active participation and cooperation of all stakeholders (Tagiyeva, 2023).
	-Contributions of different experts (psychologists, special educators, etc.) (Erbaşı, Erdoğan, Koçer, Sarıaslan, & Jachimovič, 2022).
Involving students in the process /Participation	-Ensuring participation and access (Bagger, 2022).
Teacher support	-Making adaptations according to the individual needs of students (Yalvaç, 2024).
	-Understandable instructions (Booth & Ainscow, 2002).
Use of digital technologies	-Personalized and adaptive learning (Dubey & Dean, 2023).
	-Improving access to content (Del Cerro Velázquez & Morales Méndez, 2018).
	-Bridging the digital divide (Ydo, 2020).

Table 1 details the principles of inclusive assessment and evaluation and their sub-dimensions in a systematic way. In this framework, each principle is explained with various dimensions to ensure fair and inclusive practices in the education process. In this context, basic principles such as "assessment and evaluation approach that addresses individual differences", "provision of feedback, transparent assessment and evaluation process", "use of various assessment and evaluation tools", "collaboration", "inclusion of students in the process", "teacher support" and "use of digital technologies" are discussed with detailed sub-dimensions aiming to meet the needs of inclusive assessment and evaluation and to realize the potential of every student in education.

Validity and Reliability of Data

In qualitative research, validity and reliability are two important concepts used to evaluate how accurate and consistent the research findings are. For this reason, the validity and reliability principles required by the qualitative research method were meticulously followed in this study. The criteria of credibility, transferability, reliability and confirmability set forth by Guba and Lincoln (1989) and Morrow's (2005) concept of audit trail were taken into consideration at every stage of the study. As Yüksel, Mil, and Bilim (2007) state, the researcher's consistency in data collection, analysis, and interpretation processes and his/her detailed explanation of all stages of the research are important factors that increase the reliability of the study. Accordingly, clearly stating the research design and analyzing the data systematically strengthened the credibility of the findings. In addition, in accordance with Creswell's (2007) qualitative research method, the explanations associated with the principles of inclusive assessment and evaluation in the TCEMCCT were presented as they are. This ensured the objectivity and transparency of the findings of the study.

Various methods are used to address validity and reliability concerns that are frequently encountered in qualitative research. One of these methods, triangulation, aims to cross-check data and interpretations by bringing together different researchers, methods, data sources and perspectives (Denzin, Lincoln, & Giardina, 2006). According to Patton (1990), triangulation is a method that increases the reliability and validity of a study against claims that the findings of a study are dependent on a single method, source or bias of the researcher. Denzin (1978) divided triangulation into four categories: data, analysis, researcher and approach, and in this study it was applied as "researcher triangulation". Researcher triangulation means that different researchers independently analyze the same data set in order to eliminate errors and biases that may arise from using a single researcher in the research (Türnüklü, 2001). Mertkan (2015) defines researcher triangulation as the inclusion of more than one researcher in the study to confirm the collected data. Roberts and Priest (2006) also state that this approach will increase the consistency, clarity and timeliness of the research. In this context, the data obtained were analyzed independently by two different researchers who are experts in the field of measurement and evaluation and curriculum development in terms of the principles of inclusive

measurement and evaluation in Table 1. The researchers were guided by a coding guide used in the process of coding the data and extracting themes. The consistency between codes and themes was assessed by examining and comparing the data coded by each researcher with the data coded by the other two researchers. To determine the level of agreement between the researchers, Miles and Huberman (1994) formula [(Δ= C ÷ (C + ∂)×100], which is widely used in qualitative research methods, was used. This formula calculates an agreement rate by taking into account both jointly coded and differently coded data units. Miles and Huberman (1994) suggest that inter-coder reliability in qualitative research should be at least 80% and even above 90% if possible. The 92% agreement rate obtained in the study shows that there is a very high consensus among the researchers. This is a positive result in terms of the reliability and validity of the findings. In this way, it is shown that the research findings are resistant to different perspectives and interpretations and provide consistent answers to the research questions.

Reliability evaluates the reproducibility and consistency of research findings. In the study, "detailed coding guide" and "data monitoring" techniques were used to ensure reliability. At the detailed coding guide stage, a detailed coding guide was prepared to code the data. The manual contains clear instructions on how the researchers will code the data and what criteria they will use. The use of the coding guide allows researchers to minimize their biases and inconsistencies and allows different researchers to code the data in a similar way. In the data monitoring phase, a data monitoring form was used throughout the data collection and analysis process. The form allows researchers to document the steps of data collection and analysis and check for any inconsistencies or errors. The use of a data tracking form increases the transparency and reliability of the research process.

Results

In the study, the TCEMCCT published in 2024 was analyzed in the context of inclusive assessment and evaluation principles. In this context, the statements associated with the principles of inclusive assessment and evaluation are presented in detail below.

1. Measurement and Evaluation in the Türkiye Century Education Model Holistic Education Approach

- "Multidimensional measurement and evaluation based on problem solving in all kinds of measurement and evaluation processes; situation, process and result based; multidimensional measurement and evaluation" (MoNE, 2024, p. 11).

- "Process evaluation" (MoNE, 2024, p. 11).

- "It is aimed to make measurement and evaluation processes more objective and clear through concrete and observable learning evidence" (MoNE, 2024, p. 12).

In the TCEMCCT, expressions such as "based on problem solving", "process-based", "multidimensional", "multidimensional", "concrete and observable learning evidences" under the title "Measurement and Evaluation in the Türkiye Century Education Model Holistic Education Approach" point to the principles of inclusive measurement and evaluation.

In the study, another heading that serves the principles of inclusive assessment and evaluation in the TCEMCCT is "Evidence of Learning". The statements associated with the principles of inclusive assessment and evaluation under this heading are presented below.

2. Learning Evidence (Measurement and Evaluation)

"Measurement and evaluation is both a part of teaching and a process that completes teaching. While implementing a curriculum, it is necessary to examine the development of the student at every step of the implementation and to monitor whether the learning outcomes of the learning-teaching process have been achieved. Measurement and evaluation activities provide information on learning deficiencies and tendencies as well as measuring students' knowledge and skill levels. For this reason, assessment and evaluation activities should be planned and carried out in a constructive and skill-oriented manner that will support the teaching process at the highest level and provide feedback. In the Türkiye Century Education Model curricula, continuous, developmental (formative) assessment and evaluation are used to improve learning; an understanding is adopted in which the first priority in instructional design and implementation is to encourage deepening in the learning process" (MoNE, 2024, p. 59).

Under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT, expressions such as "process-oriented", "monitoring student progress", "providing feedback", "skill-oriented", "continuous and formative assessment and evaluation", and "deepening" point to the principles of inclusive assessment and evaluation.

"Active participation of students in learning and teaching processes ensures that the measurement and evaluation activities are meaningful. For this reason, in the assessment and evaluation process, giving students interesting problems/tasks that they can encounter in their immediate or distant environment, providing motivating feedback that is free from judgmental attitudes, and using digital technologies support an active learning process" (MoNE, 2024, p. 59).

Under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT, expressions such as "active participation of students", "engaging problems", "use of digital technologies", "active learning" point to the principles of inclusive assessment and evaluation.

"Students should be encouraged to be involved in the process, especially in evaluating their own learning. In order for self-assessment to take place, the teacher should help students understand the purpose of the learning outcomes, comprehend the criteria for achieving the targeted learning outcome, evaluate their learning in relation to the targeted learning outcome, identify criteria for evaluating their own learning process together with the teacher and develop strategies for organizing it. Each student has different personal abilities, interests and learning needs. Diversifying assessment and evaluation methods according to students' abilities, needs and special needs contributes to the fair, effective and supportive teaching programs for all students" (MoNE, 2024, p. 59).

Under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT, statements such as "involving students in the self-assessment process", "teacher support", "different abilities, interests and needs", "diversification of assessment and evaluation", "fair and supportive" point to the principles of inclusive assessment and evaluation.

"Evidence such as student portfolios, assignments, projects, performance tasks, presentations, checklists, exams, observation and interview forms, student questionnaires, role plays, group work, scales, alumni surveys, class discussions, self-/peer/group assessments and reflection papers are used to measure and improve student performance" (MoNE, 2024, p. 60).

The phrase "various assessment and evaluation tools" under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT points to the principles of inclusive assessment and evaluation.

"Within the scope of the curriculum, formative assessment and evaluation practices are used to monitor students' learning levels in the process rather than an approach that focuses only on the

results. In formative assessment, it is aimed to adapt various measurement and evaluation practices to the interests and needs of different students" (MoNE, 2024, p. 60).

In TCEMCCT, under the heading "Evidence of Learning (Assessment and Evaluation)", expressions such as "process-oriented", "formative assessment and evaluation", "student interests and needs" point to the principles of inclusive assessment and evaluation.

"Reporting students' assessment and evaluation results to different stakeholders is an important process. The reporting process should be designed to help students understand, support and improve their learning. This process needs to be fair, clear, understandable and informative. The needs of each student are different. Therefore, reports should reflect students' strengths and weaknesses, areas of development and potential" (MoNE, 2024, p. 60).

Under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT, statements such as "reporting to stakeholders", "fair, clear, understandable and informative process", "different student needs", "students' strengths and weaknesses", "students' areas of development and potential" point to the principles of inclusive assessment and evaluation.

"Reports and evaluations on assessment and evaluation activities can be shared on a unit/theme/learning area basis. This will help parents and other stakeholders to monitor students' progress. It is important that the reporting process is clear, transparent and understandable. Education stakeholders should have access to information such as how the collected assessment evidence is evaluated and according to which criteria students are considered successful" (MoNE, 2024, p. 60).

Under the heading "Evidence of Learning (Assessment and Evaluation)" in the TCEMCCT, statements such as "parents and other stakeholders", "monitoring student progress", "open, transparent and comprehensible reporting process", and "access to student information" point to the principles of inclusive assessment and evaluation.

In the research, another title that serves the principles of inclusive measurement and evaluation in the TCEMCCT is "Considerations in Measurement and Evaluation Practices". The statements associated with the principles of inclusive assessment and evaluation under this heading are presented below.

3. Issues to be Considered in Measurement and Evaluation Practices

- "Assessment and evaluation methods should be diversified and students should be assessed in multiple ways, taking into account students' ability differences, special needs and learning profiles."

- "Stakeholders should be involved in reflective practices to support the development of self-regulation as a characteristic of effective learning."

- "Performance tasks should be related to real life, allow for the transfer of knowledge, be meaningful and interesting for students, and allow for flexibility in differentiating according to individual interests and needs."

- "Assessment tools and evaluation processes should be applied fairly to students."

- "Monitoring student progress and individualizing instructional design according to students' needs should be supported by educational technologies and online learning platforms as much as possible."

- "With digitalization, measurement and evaluation as well as learning can be enriched with individualized game and scenario-based applications" (MoNE, 2024, p. 61).

"different abilities and special needs of students", 'diversified and multifaceted assessment and evaluation', 'inclusion of stakeholders in the process', 'individual interests and needs', 'flexible performance tasks' under the heading 'Considerations in Measurement and Evaluation Practices' in

TCEMCCT, Expressions such as "engaging", "fair assessment and evaluation process", "individualization of teaching according to student needs", "educational technologies", "online platforms" and "assessment and evaluation enriched by digitalization" point to the principles of inclusive assessment and evaluation.

Another title that serves the principles of inclusive assessment and evaluation in the TCEMCCT is "Differentiation". The statements associated with the principles of inclusive assessment and evaluation under this heading are presented below.

4. Differentiation

"The Türkiye Century Education Model emphasizes students' individual differences, flexible grouping, continuous assessment and adaptation approaches" (MoNE, 2024, p. 66).

Principles of differentiated instruction:

- "Continuous, formative and varied assessment methods" (MoNE, 2024, p. 67).

-"Assessment and evaluation practices in differentiated learning experiences work as a continuous and diagnostic process" (MoNE, 2024, p. 67).

Expressions such as "individual differences", "continuous assessment and adaptation", "various assessment methods" and "differentiated learning" under the title of "differentiation" in the TCEMCCT point to the principles of inclusive assessment and evaluation.

In the research, another title that serves the principles of inclusive assessment and evaluation in the TCEMCCT is "Supporting". The statements associated with the principles of inclusive assessment and evaluation under this heading are presented below.

5. Support

"Including process-based assessment and evaluation activities are important elements of this approach. These elements are designed to ensure that each student progresses at their own pace and learns according to their individual needs" (MoNE, 2024, p. 69).

Statements such as "process-based assessment and evaluation", "student progress at his/her own pace" and "individual needs" under the heading of "Supporting" in the TCEMCCT point to the principles of inclusive assessment and evaluation.

Discussion, Conclusion and Suggestions

As a result of the research, it was seen that inclusive measurement and evaluation principles and practices were included in the "TCEMCCT" under the titles of "holistic education approach", "learning evidence (measurement and evaluation)", "issues to be considered in measurement and evaluation practices", "differentiation" and "support". This shows that TCEMCCT serves the inclusive assessment and evaluation approach with its understanding of providing equal opportunities in education, designing an equal and fair educational process and responding to the needs of all students. Indeed, equality of opportunity in education is a complex and multidimensional concept. This concept is not limited to concrete elements such as school buildings or teacher qualifications, but is influenced by a number of factors such as the budget allocated to the education system, geographical location, social perceptions, and the assessment and evaluation methods used. As Şahin (2019) points out, equality of opportunity in education is a dynamic structure shaped by the combination of these factors. When any one or more of these factors create a disadvantageous situation, it can lead to inequality of opportunity in education. In the inclusive education approach, it is critical to create equal opportunities for all students to maximize their potential and to be evaluated fairly and to eliminate the uncertainties in decision-making for disadvantaged individuals (Mertens, 1999). In this context, inclusive assessment and evaluation practices are an important indicator of the effectiveness and success of the education and training process (Fırat, 2021). The way to achieve this is to employ the measurement and evaluation process based on differentiated instruction. According to Öztürk, Tepetaş Cengiz, Köksal, and İrez

(2017), differentiated instruction is based on the principle of creating diversity in teaching content, process and assessment tools in order to meet the learning needs of students based on their individual differences. This approach contributes to the creation of an inclusive educational environment by providing each student with the opportunity to learn and be evaluated in accordance with their unique learning style and skills. Fırat (2021) also emphasizes that individual differences of students should be taken into account in order to realize differentiated instruction practices effectively. In this context, the importance of using process-oriented and differentiated assessment and evaluation tools that are specifically designed for students' development and learning levels is emphasized. In this way, the potential of each student can be maximized and fairly assessed. Furthermore, differentiated instruction in the TCEMCCT "appears as an umbrella concept that offers an inclusive educational experience by considering student diversity" (MoNE, 2024, p. 66). In this model, a flexible and personalized learning environment is created by prioritizing the interests, abilities and individual needs of all students. In this way, each student is provided with a ground where they can maximize their potential. The results obtained in this context show that TCEMCCT is compatible with the inclusive measurement and evaluation approach.

In line with these findings, the following conclusions were reached regarding the inclusive measurement and evaluation approach in TCEMCCT:

1. ***Assessment and evaluation approach that addresses individual differences (different interests, abilities and needs):*** In inclusive education, assessment and evaluation that addresses individual differences is a fundamental principle of maximizing students' potential (Tomlinson, Brimijoin, & Narvaez, 2008). In line with this principle, the assessment and evaluation approach in TMMTPOM aims to address students' different interests, abilities and needs. When the literature is examined, it is emphasized that inclusive assessment and evaluation should be organized to adapt to different learning styles and needs by using flexible and diverse tools (Bayram & Öztürk, 2021; Demir & Başaran, 2019; Göl & Sakız, 2020; Öner, 2022). Moreover, researchers such as Dyson and Kozleski (2008) state that traditional measurement methods may produce unfair results for disadvantaged groups. Therefore, it is necessary to use individualized assessment and evaluation strategies as one of the key elements of inclusive school practices (Booth & Ainscow, 2002). To this end, TCEMCCT serves this purpose with alternative assessment and evaluation tools such as performance tasks, student portfolios, checklists, and a diversified and multifaceted assessment and evaluation approach (MoNE, 2024, pp. 60-61). However, more studies are needed on the use and effectiveness of alternative assessment and evaluation tools. Öztürk et al. (2017) emphasized that inclusive education should focus on the individual development of each student, while Demir Başaran (2019) stated that measurement tools should take into account the cultural, social and individual needs of students. In line with these principles, the TCEMCCT includes statements such as "different student needs", "students' strengths and weaknesses", "students' areas of development and potential" (MoNE, 2024, p. 60) under the title of "Learning Evidence (Measurement and Evaluation)", which is in line with the inclusive measurement and evaluation approach. However, the fact that TCEMCCT does not include statements on assessing students' social-emotional development stands out as a deficiency. Because an inclusive assessment approach should take into account not only academic achievement but also students' social-emotional development (Oğlakçı & Amaç, 2024). As emphasized by Goleman (2019), emotional intelligence is as important as academic achievement. Therefore, students' social-emotional skills such as empathizing, problem solving, and cooperation should be evaluated in measurement and evaluation processes. In conclusion, the assessment and evaluation approach in the TCEMCCT is largely in line with the principles of inclusive education. However, given some of the points highlighted in the literature, further development is needed, especially in terms of the effectiveness of the theoretical framework. Accordingly, it can be suggested that the practices in the TCEMCCT should be improved to take into account students' differences more comprehensively and maximize the potential of all students.

2. ***Process-oriented assessment/formative assessment:*** In inclusive education, considering that students' psychological, physical and social development as well as their perspectives, attitudes and behaviors may change over time, assessment should be carried out at different times and spread over the process instead of a single assessment tool (Florian & Beaton, 2018). A process-oriented assessment and evaluation approach helps students develop self-assessment skills by providing them with the opportunity to monitor their progress and see their strengths and weaknesses (Gültekin Talayhan & Sakız, 2022; Sakız, 2022; Şimşek et al., 2019; Taneri, 2019; Tuzcuoğlu Bülbül & Sakız, 2020). According to Göl and Sakız (2020), teachers' adoption of a process-oriented approach to measurement and evaluation processes requires the use of continuous and various measurement tools from the beginning to the end of the education process. This approach envisages acting with the awareness that each student has unique cognitive and affective characteristics, unlike the traditional grading system that causes students to be compared with each other and creates a competitive environment. It is important to be flexible in the assessment and evaluation parts of the courses and to use different assessment tools, especially considering the needs of students from disadvantaged groups (Tinklin, Riddell, & Wilson, 2004). The inclusion of statements such as "process-based assessment and evaluation" (MoNE, 2024, p. 11) and "a continuous and diagnostic process in assessment and evaluation practices" (MoNE, 2024, p. 67) under the title of "Holistic Education Approach" in the TCEMCCT supports the mentioned literature. Moreover, the most important element of process-oriented assessment and evaluation in inclusive education is the use of formative assessment techniques (Rouse, 2009). Black and Wiliam (2010) suggest that formative assessment can have a transformative effect on student achievement by identifying learning gaps, encouraging metacognition, and allowing teachers to tailor their instruction to individual student needs. Continuous assessment and feedback mechanisms are essential for effective learning. Therefore, formative assessment practices that identify learning gaps and foster a growth mindset are vital for creating a supportive learning environment (Chand, 2024). The results of formative assessment lie in supporting personalized learning and continuous improvement (Chand & Pillay, 2024). Its aim is to improve learning outcomes by identifying strengths and weaknesses, thus allowing for adjustments in teaching approaches that promote student development (Cisterna & Gotwals, 2018; Menéndez, Napa, Moreira, & Zambrano, 2019; Morris, Perry, & Wardle, 2021). In line with these explanations, the adoption of a process-oriented "formative assessment and evaluation" approach in TCEMCCT is in line with the principles and practices of inclusive assessment and evaluation.

3. ***Collaboration:*** Collaboration is a fundamental concept in inclusive education that refers to the relationship between teachers, parents and the community. This is because flexible curriculum development in inclusive education is achieved through collaboration among team members (Sgaramella, Ferrari, Lavickienė, & Matonyte, 2022). Moreover, the active participation and collaboration of all stakeholders is essential for the implementation of real and meaningful inclusive education (Tagiyeva, 2023). Kuyini, Yeboah, Das, Alhassan, and Mangope (2016) and Erbaşı et al. (2022) emphasized that collaboration is one of the main competencies that educators should have when including students with disabilities in general education classrooms. In this context, it is important that inclusive assessment processes are handled with this collaborative approach and the contributions of different experts (teachers, psychologists, special educators, etc.) are taken. As a matter of fact, assessments carried out by different experts in cooperation contribute to the development of appropriate educational programs and support services by providing a better understanding of students' individual differences and special needs (Sakız, 2022). In the TCEMCCT, statements such as "reporting assessment and evaluation results to different stakeholders" and "parents and other stakeholders monitoring students' progress" (MoNE, 2024, p. 60) emphasize the principle of collaboration. However, the lack of more detailed statements on how often and at what level the collaboration should be carried out in the TCEMCCT stands out as points that need to be improved. Moreover, providing students

involved in the assessment process with information about why and how this process is carried out encourages them to actively participate in the assessment and take responsibility (Sakız, 2024). In this way, students can develop the skills to monitor their own progress and take responsibility for their learning. In the TCEMCCT, under the heading "Evidence of Learning (Assessment and Evaluation)", statements such as "involving students in the self-assessment process" and "active participation of students in learning and teaching processes" (MoNE, 2024, p. 59) encourage students' active participation in assessment processes. However, more research is needed to ensure that students are given sufficient information about why and how this process is carried out. In addition to teachers' pedagogical preferences, assessment and evaluation approaches also affect students' learning strategies and parents' beliefs about education, thus involving all stakeholders in the educational process (Sakız et al., 2015). Therefore, it is critical to consider the perspectives and needs of all stakeholders to design an inclusive education system. Moreover, teachers bear a great responsibility to provide the most appropriate learning environment and experience for every student. However, this is not always easy to achieve on their own. To create an effective inclusive education system, teachers and parents in schools need to work in close collaboration and combine learning strategies (Tagiyeva, 2023). This collaboration is key to providing children with an academically, socially and emotionally inclusive education. Gürz, Denktaş, Yusufoğlu, and Sakız (2024) stated that improving teachers' attitudes towards inclusive education principles and collaboration skills will directly affect the success of inclusive education practices, and therefore, active participation and collaboration of all stakeholders such as teachers, students, parents and school administrators should be encouraged. In conclusion, although the adoption of a collaborative assessment and evaluation approach in the TCEMCCT is a positive development, some points emphasized in the literature need to be studied in more depth. In particular, more detailed research on the collaboration of different experts, student participation, and the frequency and quality of collaboration can be conducted to further strengthen the practices in TCEMCCT.

4. *Use of digital technologies:* 21st century teaching methods tend to be more creative and innovative in engaging students in the digital age. Technology tools have become important in 21st century education where students prefer flexible learning. Therefore, 21st century learning has also become more inclusive, with students becoming active learners (Krishnan, 2023). This is because "Information and Communication Technologies" (ICT)-based platforms allow for customized learning experiences, tailoring content delivery and assessment methods to individual preferences and learning styles (Dubey & Dean, 2023). Moreover, creating inclusive learning environments looks at the technologies chosen and their potential to implement personalized and adaptive learning. Various studies reveal that digital technologies are effective in education in different ways. Garzón-Artacho, Sola-Martínez, Romero-Rodríguez, and Gómez-García (2021) emphasize that digital technologies play an important role in increasing student motivation, while Gregory and Chapman (2020) agree with this view, stating that digital tools increase students' interest in the lesson. Baragash, Al-Samarraie, Alzahrani, and Alfarraj (2020), on the other hand, in their meta-analysis, have demonstrated the positive effects of technologies, especially augmented reality, on learning skills. On the other hand, Del Cerro Velázquez and Morales Méndez (2018) emphasize the potential of digital technologies to reduce learning inequalities by facilitating access to educational materials. In this context, it can be said that one of the key elements of an inclusive teaching-learning process is the use of technology. In the TCEMCCT, the effective use of digital technologies in assessment and evaluation is encouraged with statements such as "assessment and evaluation enriched with digitalization" (MoNE, 2024, p. 59) and "use of digital technologies" (MoNE, 2024, p. 61) under the heading "Considerations in Assessment and Evaluation Practices". In addition, the Weber et al. (2022) stated that new technologies such as artificial intelligence and big data have great potential to enhance personalized and adaptive learning. In particular, assessment tools can help teachers provide feedback by analyzing student performance in more detail. The fact that

the concept of artificial intelligence is not sufficiently included in the TMMTPOM can be considered as an important deficiency considering the increasing importance of artificial intelligence integration studies in education, as emphasized by Ünsal (2024). Moreover, Ydo (2020) emphasizes that one of the main functions of inclusive education is to bridge the "digital divide". In this context, increasing the application of artificial intelligence in TCEMCCT can maximize the positive effects of digital transformation by ensuring that all students have access to equal educational opportunities. This is because digital education technologies play a fundamental role in building a high-quality and accessible educational environment by introducing new learning and teaching paradigms in education (Klingaitė, Rumšas, & Gleeson, 2022). In line with this information, it can be said that more effective use of new technologies such as artificial intelligence and big data, examining the effects of different technological tools on student achievement, and developing technological solutions for the needs of students with special needs can contribute to the further strengthening of TCEMCCT.

5. *Provision of feedback, transparent assessment and evaluation process:* Researchers such as MoNE (2020), Booth and Ainscow (2002) and Hattie and Timperley (2007) emphasize the importance of providing feedback to students in the learning process. In this context, formative assessment is seen as a critical tool for improving students' learning. Educators such as Chand (2024), Rose and Strangman (2007), Sadler (1989), Tuzcuoğlu Bülbül and Sakız (2020) also state that formative assessment supports students' learning by providing constructive feedback. In line with this theoretical framework, a student-centered assessment approach was adopted in TCEMCCT. As a matter of fact, in the TCEMCCT, under the title "Evidence of Learning (Assessment and Evaluation)", statements such as "providing feedback" and "continuous and formative assessment and evaluation" (MoNE, 2024, p. 9) are used to design a feedback and transparent assessment and evaluation process. In particular, encouraging the use of various assessment and evaluation tools such as portfolios in the TCEMCCT aims to track students' learning processes and provide them with regular feedback. In conclusion, it can be said that the formative assessment practices outlined in the TCEMCCT are generally in line with the findings in the literature.

6. *Use of various assessment and evaluation tools:* Researchers such as Taneri (2019), Temur (2024a), Tuzcuoğlu Bülbül and Sakız (2020), Bayram (2019), Göl and Sakız (2020), Schuelka (2018), Erbaşı et al. (2022), MoNE (2020), Heritage (2010), Ndoye (2017), OECD (2008) and Tai et al. (2022) emphasize the importance of using various assessment and evaluation tools in inclusive education. According to these researchers, multifaceted assessment methods that take into account students' different learning styles and individual differences support more in-depth and permanent learning by ensuring students' active participation in learning processes. In line with this theoretical framework, TCEMCCT also states that various assessment and evaluation tools should be used. In particular, the use of alternative assessment and evaluation tools such as "student portfolios, homework assignments, projects, performance tasks, presentations, checklists, exams, observation and interview forms, student questionnaires, role-play, group work, scales, alumni surveys, classroom discussions, self-/peer/group assessments and reflection papers" (MoNE, 2024, p. 60), which reveal students' different abilities, supports this. As a result, the various assessment and evaluation practices mentioned in the TCEMCCT are generally consistent with the findings in the literature. However, it can be said that evaluating the alternative assessment and evaluation tools based on teacher/student views will reveal the effectiveness of the assessment and evaluation practices in the TCEMCCT more clearly.

7. *Teacher support:* Researchers such as Majoko (2019), Amaç (2021), Seyidoğlu (2024), Yalvaç (2024), Temur (2024a), Booth and Ainscow (2002), Cole (2005), Wong, Kauffman, and Lloyd (1991). According to these researchers, teachers who adopt inclusive pedagogy help all students realize their potential by creating flexible and supportive learning environments that can respond to different student needs. The importance of the role of teachers in inclusive assessment and evaluation processes is also emphasized in the TCEMCCT. As a matter of fact, the TCEMCCT states that "teachers should structure and support learning processes in a way that helps students understand their learning goals, identify criteria for achieving these goals, evaluate their learning processes, and develop learning strategies based on these evaluations" (MoNE, 2024, p. 59). Moreover, the inclusion of "differentiating" and "supporting" sub-dimensions in the curriculum can be seen as a reflection of teachers' support for individual differences and can be considered as an indicator of teacher support in implementing inclusive education principles. In addition, Yalvaç (2024) emphasizes that not only teachers' professional knowledge and skills but also their attitudes and values should be given an important place in inclusive assessment and evaluation processes. Teachers' values such as respect, justice, openness to differences, equality, tolerance and inclusiveness play a critical role in creating an inclusive learning environment and contributing to the development of all students. However, the lack of sufficient information on the qualifications of teachers in this context in the TCEMCCT project can be considered as a deficiency in terms of the comprehensiveness of the study. Qualitative research on this subject can be conducted to examine the impact of teachers' attitudes and values on inclusive education practices in more depth.

8. *Active student involvement in the process:* Researchers such as Roberts and McNeese (2010), Thomas, Walker, and Webb (1998), Rafiq, Triyono, and Djatmiko (2023), Marlina, Kusumastuti, and Ediyanto (2023) and Bagger (2022) emphasize that students' active participation in learning processes, especially in the context of inclusive education, is important for learning to become permanent and for students to better understand themselves. In particular, alternative assessment and evaluation methods such as self- and peer-assessment enable students to actively participate in learning processes, enabling them to better understand their learning and get a better idea of their own performance (Chand & Pillay, 2024; MoNE, 2020). TCEMCCT also aims for students' active participation in learning processes. The concept of involving students in the process through the use of various assessment and evaluation tools and expressions such as "active participation of students in learning and teaching processes" and "active learning" (MoNE, 2024, p. 59) allows students to evaluate their own learning and direct their learning processes. Moreover, Bagger (2022) argues that ensuring equal access to assessment processes for different groups of students is critical for increasing student engagement. Individualized alternative assessment tools such as portfolios, performance tasks, and observation-interview forms in the TCEMCCT constitute an important step in this regard. These tools make it possible to assess students by taking into account their different learning styles and needs. However, it has been observed that the TCEMCCT does not clearly articulate shortcomings or areas for improvement for specific student groups. In particular, given the principle of equality in assessment processes, making sure that all students are assessed with the same criteria and providing additional support for students with different needs may be among the improvements that can be made to the implementation.

In line with these results, we can say that TCEMCCT envisions an inclusive and innovative education system in which all students can maximize their potential. Inclusive education, one of the fundamental principles of this model, aims to contribute to Türkiye's dynamic and diverse society by providing equal and fair educational opportunities to all students. Inclusive assessment and evaluation is an important component of the TCEMCCT. This approach, which is particularly sensitive to individual differences, based on feedback and transparency, encourages student participation, uses a variety of assessment and evaluation tools, and emphasizes teacher support and stakeholder collaboration, forms the basis of the inclusive assessment and evaluation approach. In this context, it

can be said that this approach of TCEMCCT aims to enable all students to fully realize their potential and to grow as individuals who can contribute to Türkiye's development.

As a result of the findings and results obtained in the study in which TCEMCCT was evaluated in terms of inclusive measurement and evaluation principles, the following recommendations can be made:

- Limitations of the Study and Compatibility with Curricula: Although the study revealed important findings by focusing on the inclusive assessment and evaluation principles of the TCEMCCT, it can be said that additional studies are necessary for a more comprehensive research. In this context, an in-depth examination of the compatibility of the TCEMCCT with other curricula published by the Ministry of National Education on the basis of branch can be suggested. In particular, the reflections of inclusive assessment and evaluation principles in other programs can be examined. It can be said that this examination is important in terms of enabling the necessary arrangements to be made in order to increase the consistency and effectiveness of TCEMCCT with other programs.

- Teacher Education and Development: Teachers' having adequate knowledge and skills in inclusive assessment and evaluation is critical for the success of the TCEMCCT (Oğlakçı & Amaç, 2024; Temur & Uslu, 2024). Therefore, inclusive assessment and evaluation can be given more space in teacher education programs, teachers' awareness of this issue can be increased and their continuous professional development can be supported. In particular, it is recommended that teachers should gain practical skills that will enable them to make assessments by taking into account different learning styles, multiple intelligences and individual differences.

- Continuous Professional Development: In order to effectively implement the inclusive assessment and evaluation principles of the TCEMCCT, it is recommended that teachers closely follow the developments in the field of education. In this direction, it can be said that teachers' attending seminars and conferences in the field of inclusive assessment and evaluation and following current research will contribute to the process. In particular, having knowledge about assessment tools and methods that take into account different learning styles, multiple intelligences and individual differences can contribute to better revealing the potential of students.

- Research on the Implementation: Qualitative and quantitative studies can be conducted in schools where the TCEMCCT is applied to examine the effects of the program and its impact on student success. These studies can provide important data for identifying the strengths and weaknesses of the implementation, pinpointing areas for improvement, and spreading the program to other schools. In particular, more in-depth analyses can focus on issues such as how well the program addresses different learning styles and multiple intelligences, considerations of students' varying learning speeds and levels, and the effectiveness of differentiation and support practices. Additionally, the challenges and needs teachers face while implementing an inclusive assessment and evaluation approach can be identified, and solutions can be developed to overcome these challenges.

- International Comparative Studies: Comparing TCEMCCT with similar practices in other countries can help identify the strengths and weaknesses of inclusive assessment and evaluation practices in different education systems. This way, important data can be gathered to better position and develop TCEMCCT on an international scale.

- Long-Term Studies: It may be suggested to conduct long-term follow-up studies to assess the long-term effects of practices like TCEMCCT. These studies can reveal the lasting impacts of the practice on students' academic success, motivation, and social skills, and provide crucial information for the sustainability of the implementation.

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