

EXAMINATION MEASUREMENT AND ASSESSMENT UNIT GUIDE

List of Content

- Description of the Unit..... 3
- Vision..... 3
- Mission 3
- Objectives. 3
- Board of the Unit..... 4
- Duties and the Automatic workflow of the Unit..... 4
- The characteristics and indications of a good test..... 6
- Steps in Test Construction..... 7
- Rules and Regulations for Academic tests..... 12
- Examination forms. 14

Description of Unit:

The unit is responsible for determining, establishing, and improving all activities related to measurement and assessment of the examinations. In addition, it is concerned with communication and coordination with internal audit in each department and for preparation of statistics and final reports.

Vision

Unit seeks to be a reference; locally, regionally and globally in the field of measurement and assessments.

Mission

The unit aims to evaluate the tests, conduct studies related to tests quality and studies concerned with development of education process, provide complete solutions to measure knowledge, skills, ability and assess them in a scientific way in order to achieve justice and quality to fulfil the improvement requirements.

Objectives and Functions of the Unit

- Ensure that the tests consistent with the examination systems in the University and meet the necessary criteria.
- Constructing exam banks f courses taught curricula in all programs of the college; in coordination with the Quality Assurance Unit to ensure a good management and performance.
- Design questionnaires and data collection tools for the measurement and evaluation of the tests.
- Evaluating the quarterly results of all academic departments in the Faculty.
- Prepare reports and recommendations based on analyzed results to improve the on-going progress.
- Issuing statistics and periodic reports based on the status of the evaluation and measurement of the data.
- Issuing periodic reports on complaints and petitions presented by the students.
- Conduct feed-back statistics by introducing them to the Deanship and Department heads to take advantage in the future.
- Diversification of measurement styles and adopting modern methods of performance measurement and evaluation.
- Announcing the results of performance evaluation quarterly.
- Communicate with academic departments and urge them to ensure the compatibility of materials for the study plans, programs, and tracks with the requirements of the labor market.

Board of the Unit

Dean of the Faculty issued an administrative decision to form a committee underlined as the Unit of Measurement and assessment for examinations included the following:

Dr. Mohamed Saleh Al-abboodi	Dean of college	President
Dr. Gomaa Abdelrahim Abdelali	Dep. of Medical laboratory	Manger
Dr. Ibrahim Sahaarany Heji	Dept. Of Physics	Member
Dr. Ibrahim Omar Husain	Dept. Of Mathematics	Member
Mr. Issa samadi	Dept. Of Computer science	Member
Mr. Sohaib Aldwaish	Manger of students affair	Member
Mr. Abdelaziz Soud	Employee	Coordinator

Three students representing Mathematics, Physics and Computer science departments.

Duties and the Automatic workflow of the Unit

- Preparing guides and directions for the students to the examination halls.
- Preparing an initial recommended examination tables for the students from the beginning of the semester so the students can give suggestion or recommendation.
- Announcing final time-tables for tests enough time earlier in prominent place.
- Announcing all exams instruction in prominent places for all students, faculty members and invigilators, including sanctions regulations.
- Holding an orientation-meeting to all faculty members for discussing examinations instructions and regulations.
- Holding an orientation-meeting to all students to get ready for tests and instructions.
- Preparing halls for the examinations for all students and for handicapped students.
- Assigning a specialized employer to guide students about the tests and respond to inquiries.
- Prepare presence sheets for invigilators to assure their attendance.
- Support well-equipped halls in accordance to the number of students in each exam committee and take into account (hygiene,

- ventilation, lighting, and providing drinking water for students).
- Prepare an on-going exam sheet that describes the daily reports of the tests including course name, instructor's name, enrolled students, attended students, number of absentees, number of offenders, and recommended sanction.
 - Receive exam papers from faculty members 3 days prior to exam date.
 - Preparing an observers' sheet that ensures the availability of at least one academic member per 15 students to each exam committee.
 - Inform all Faculty members of the testing rules by e-mail.
 - Prepare a report on the performance of each test and send a copy to the Vice-dean for Academic Affairs.
 - Delivering the answering booklets which should be signed by the tested-courses' instructors after completing exams immediately.
 - Provide a statement to cases of cheating, which is filled by the invigilator and Chairman of the Committee.
 - Ensure the availability of a sufficient number of seats in each testing room according to the number of students, as well as, make sure there is enough distance between the seats which prevents the ability to practice cheating and it facilitates the task to invigilators.
 - Manger of the Unit provide a final report on the progress of the tests by the end of all exams, including recommendations that aim to improve and develop the performance of tests conduction in the future, to his Excellency the Vice-dean for Academic Affairs.
 - Manger of the Unit provide a final report at the end of each



semester. It includes proposals and recommendations can be utilized in the future.

- All testing works should be documented.
- Coordinate with audit and internal committees in every Department of the Faculty.
- Coordination with the quality assurance unit in the faculty.

The characteristics and indications of a good test

A good test should possess the following qualities:

1. **Validity:** A valid test measures what it ought to be testing. For example, a test is designed to measure control of grammar becomes invalid if it contains difficult vocabulary.
2. **Reliability:** A test should provide consistency in measuring the items being evaluated. In other words, if the same test is given twice to the same pupils, it should produce almost the same results.
3. **Practicality:** A practical test is easy to administer and to score without wasting too much time or effort.
4. **Comprehension:** A good test should be comprehensive, covering all the items which have been studied. This enables teachers to know accurately the extent of the pupils' knowledge.
5. **Relevance.** The items of an effective test should measure reasonably well the desired objectives or achievement.
6. **Balance.** A practical test evaluates both linguistic and communicative competence. That is, the items of the test must reflect the pupils' real command of the language with regard to appropriateness and accuracy.
7. **Economy.** An efficient test makes best use of the teachers'

limited time for preparing and grading, and of the pupils assigned time for answering all the items. Thus oral exams with classes of thirty or more pupils are not economical since they require too much time and effort.

8. **Authenticity.** The language of a test should reflect everyday discourse.
9. **Difficulty.** The test questions should be appropriate in difficulty, neither too hard nor too easy. Moreover, the questions should be progressive in difficulty in order to reduce stress and tension.
10. **Clarity.** It is essential that all questions and instructions should be clear so as to enable pupils to know exactly what the examiner wants them to do.
11. **Objectivity.** The questions and answers should be clear and definite so that the marker would give the score a pupil deserves.
12. **Time.** A good test is one that is appropriate in length for the allotted time.

Steps in Test Construction

1. Identify instructional objectives and learning outcomes.
2. Outline the subject matter and topics to be covered.
3. Prepare a table of specifications.
4. Select appropriate type of tests.
5. Construct test items.
6. Order the length of the test items.
7. Prepare the answer sheet and scoring key.
8. Edit the test items.

Considerations in Test Writing

1. Define your instructional objectives carefully.
2. Tailor the questions to fit the examinee's age and ability level as well as the purpose of the test.
3. Write your test item as clearly as possible.
4. Avoid using lifting statement from the text and using interrelated items.
5. Prepare a scoring key or guide.
6. Prepare more items than actually needed.
7. Prepare the items well in advance to permit reviews and

editing.

8. Be careful when rewording a faulty item.
9. Do not give the answer away.
10. Include a variety of test item formats.
11. Test items should be ranged in order of difficulty.
12. Directions should be as clear, complete and concise as possible.

The Supply/Completion Type of Test

The **supply or completion test** is a free response type of test in which the students must supply the missing information. This is a type of test that is easy to construct. It is useful in situations in which the students must write a computational equation, define terms, list part names and functions.

Advantages:

- It provides a wide sampling of content
- It efficiently measures lower levels of cognitive ability.
- It requires more than simple recognition of information that eliminates the possibility of guessing as compared to true or false or multiple choice items.

Disadvantages:

- It may lead to laborious checking.
- It is difficult to score and must be accompanied by grading criteria.
- It can often include more irrelevant clues than the other items type.

Guidelines in Constructing Supply/Completion Items

- **Rule 1:** Word the test item clearly and comprehensively enough to allow a student to answer correctly.
- **Rule 2:** Use a direct question to test for comprehension of technical terms or knowledge of definitions.
- **Rule 3:** Avoid using statements directly taken from the curriculum.
- **Rule 4:** Make sure that there is only one correct answer.
- **Rule 5:** Be sure that the missing segment of the incomplete item is important.
- **Rule 6:** Avoid giving grammatical cues to the correct answer.
- **Rule 7:** Develop grading criteria that lists all acceptable answers to the test item.
- **Rule 8:** Do not omit too many words or the statement become unclear and will force the students to guess the answer.
- **Rule 9:** Provide sufficient space on the answer sheet.

The Matching Type of Test

Matching type of test measures the ability to identify the relationship between a set of similar items, each of which has two components, such as words and their definitions, symbols and their meanings, dates and events, causes and effects, people and their accomplishments, problems and solutions, etc.

Advantages:

- Provide objective measurement of student knowledge.
- Allow the comparison of related ideas, concepts or theories.

Disadvantages:

- May overestimate learning due to the influence of guessing.
- May limit assessment to lower levels of understanding.

Rules for Constructing Matching Type

- **Rule 1:** Check your objectives to make sure this type of question is appropriate.
- **Rule 2:** Give clear directions or instructions.
- **Rule 3:** Use numbers to identify items in column A, capital letters to identify response in column B or vice versa.
- **Rule 4:** Include more responses than premises or allow responses

to be used more than once or vice versa.

- **Rule 5:** Arrange items in column B in logical order or vice versa.
- **Rule 6:** Put the items with more words in column A.
- **Rule 7:** Keep the two sets of items homogeneous.
- **Rule 8:** Avoid using pattern in the correct answers.

The True or False Type of Test

One in which a correct response must be chosen from two alternatives. **True or False** is essentially a two-choice item which one is the correct answer.

There are three forms of true and false:

1. Simple - two choices only
2. Complex - more than two choices
3. Compound - two choices plus conditional completion response.

Advantages:

1. It gives highly reliable scores.
2. It answers many questions in a short time.
3. It is relatively easy to construct.
4. It provides accurate scoring.
5. It provides an objective measurement of student ability

Rules for Constructing True or False Test Items

Rule 1:

- **Rule 1:** Base true-false items upon statements that are absolutely true or false, without qualifications or expectations.
- **Rule 2:** Express the item statement as simply and as clearly as possible.
- **Rule 3:** Express a single idea in each test item.
- **Rule 4:** Include enough background information and qualifications.
- **Rule 5:** Avoid lifting statements from the text, lecture or other materials.
- **Rule 6:** Avoid double negatives.
- **Rule 7:** Avoid the use of unfamiliar vocabulary.
- **Rule 8:** Avoid the use of specific determinants.

The Multiple Choice Type of Test

A **multiple choice test** is a type of assessment in which respondents are asked to choose the best answer from the list of choices. A standard multiple-choice test item consists of two basic parts:

1. A problem (stem) - The part of the item which states the problem. This may be a question, a direction or incomplete statements.
2. A list of suggested solutions (alternatives) - These are the choices or options from which the examinee is expected to select the correct answer.

Item Format

Alternatives should be:

- listed vertically beneath the stem
- indented four spaces from the stem
- separated from the stem by a blank line
- identified by letters rather than numbers
- started with an upper case letter and ended without period when the stem is a question
- started with a lower case letter and ended with a period if they complete a statement

Advantages:

- versatility
- reliability - guessing is reduced
- validity
- efficiency

Disadvantages:

- difficulty of construction
- quality and quantity of distractors
- time-consuming to construct

Forms of Multiple Choices

- 1. Question Form** - the stem is stated in the form of a question.
- 2. Incomplete statement Form** - student identifies the remaining part of an incomplete statement.
- 3. Right Answer Form** - student identifies only one correct answer.
- 4. Best Answer Form** - student selects the best answer from a series of possible answers.

Rules for Constructing Multiple Choice Items

- **Rule 1:** Stem should present a single, clearly formulated problem.
- **Rule 2:** Items should be stated simply and understandably.
- **Rule 3:** Avoid the use of «all of the above or none of the above».
- **Rule 4:** Distractors should be reasonable and valid.
- **Rule 5:** Avoid double negatives.
- **Rule 6:** Response alternatives should not overlap.
- **Rule 7:** Alternatives should be presented in logical order.
- **Rule 8:** Keep the alternatives free from clues as to which response is correct.
- **Rule 9:** Randomly place the position of the correct answer.

The Essay Type of Test

An **essay type of test** is a piece of writing in which we get the point of view of the students in certain question. An essay question is a test that:

- allows original responses and response patterns.
- requires examinees to compose rather than select their response.
- elicits student response that must consist of more than one sentence.

Advantages:

- It provides authentic experience.
- It assesses higher-order or critical thinking skills.
- It evaluates student thinking and reasoning.

When should essay questions be used?

1. It is appropriate to use essay questions for the following purposes:
 - To assess students' understanding of subject matter content.
 - To assess students' abilities to reason with their knowledge of a subject.
2. Use essay questions for intended learning outcomes that require complex thinking. Use essay questions for the following situations:
 - When student reasoning needs to be evaluated.
 - When your skill in writing objective items is poor, but your resources and time for grading are high.

Rules in Constructing Essay Type of Tests

- **Rule 1:** Clearly define the intended learning outcome to be assessed by the item.
- **Rule 2:** Avoid using essay questions for intended learning outcomes that are better assessed with other kinds of assessment.
- **Rule 3:** Clearly define and situate the task within a problem.
- **Rule 4:** Present a reasonable task to students.
- **Rule 5:** The task can be written as a statement or question.
- **Rule 6:** State the criteria for grading.
- **Rule 7:** Use relatively short essay questions rather than long question.
- **Rule 9:** Avoid using optional questions. The use of optional questions makes it difficult to evaluate if all students are equally knowledgeable about topics covered in the test.
- **Rule 10:** Improve the essay question through preview and review.

Rules and Regulations for Academic tests

First: General rules:

1. After issuing deprived students lists by the faculty board, the course teacher should include the deprived student in the final results.
2. After issuing the deprived students lists by the faculty board, the deprived student is not allowed to enter the exam.
3. The commitment of exams schedule literally.
4. The invigilating committees commit to specified time and place without any Prejudice.
5. The invigilating committees commit to specified schedules according to what is approved by the dean of the college.
6. The faculties should commit to handing and receiving exam booklets, the distribution of the exam, and fixing the grades timely. In addition, the faculty members should print out a copy of the students' grades and course statistics to be approved by the head of the department.
7. After thirty minutes of the start of the exam, the students are not allowed to enter the exam, nor allowing them to leave the exam according to article (38) of university test and study regulations, and article (1423 / 27/ 13 H) of higher education boards, dated in 1423 / 11 / 2 H, and royal approval number (7 / B / 05888) dated in 1423 / 11 / 23H.

Second: Violation and penalized acts related to tests:

1. Cheating in the exam, initiation cheating, or contravention of the instructions and exam rules are offences acts according to students discipline regulations that are issued by university board according to article (38) of exam and study regulations.
2. Cheating in the exam or initiation cheating like (having notes, courses, using mobile phones, writing on the desks, walls, or clothes, etc.), according to parts (D), article(2) of students discipline regulations.
3. Not obeying exams rules or quietness like (not obeying exam invigilating committee instruction, being offences to other students, or faculty members), according to parts (E), article (2) of students discipline regulations.

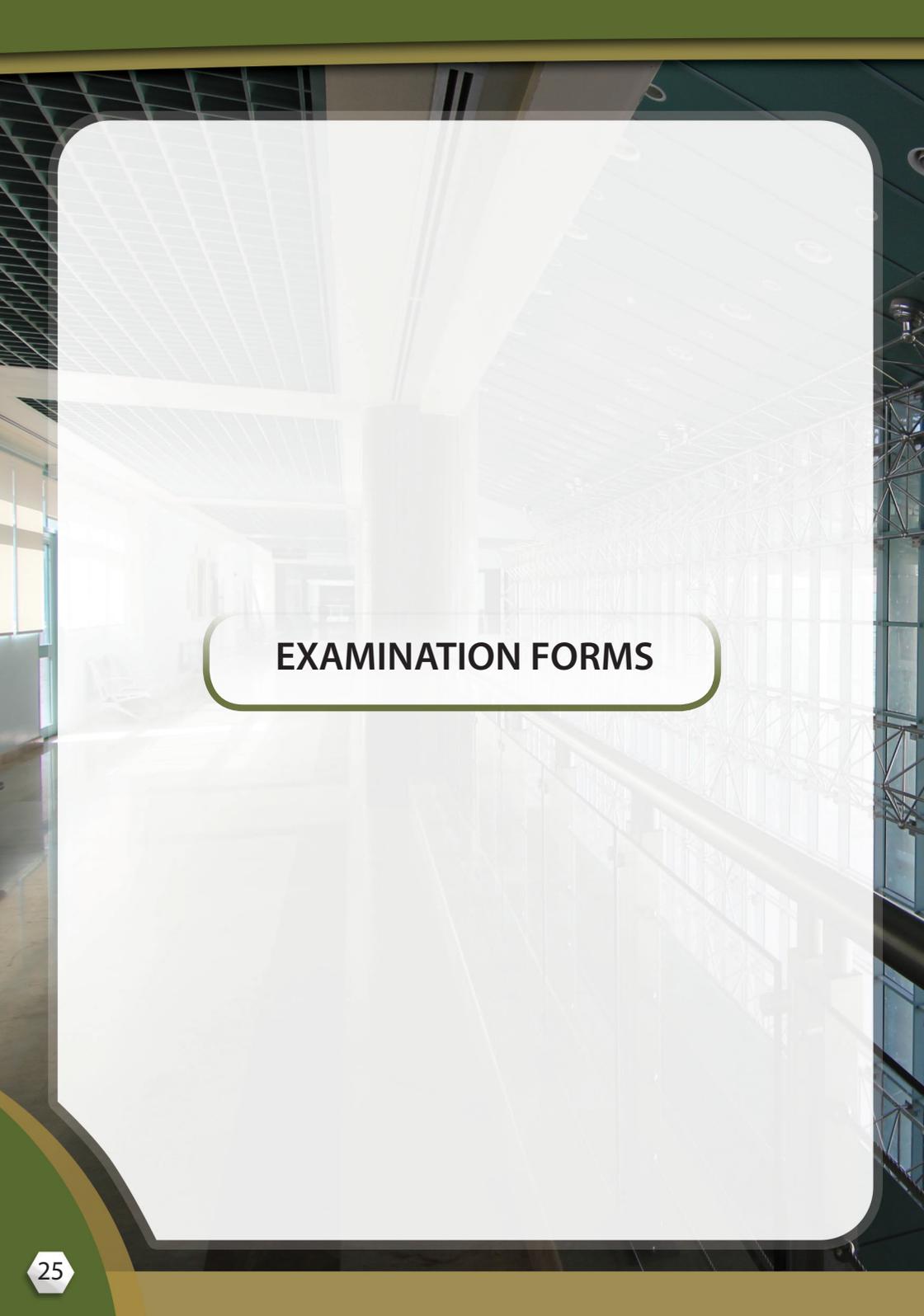
Third: rules and procedures that control offences acts regarding examinations

1. If anyone cheats in the exam (according to part 2, article 2 mentioned above), the committee will deal with him according to article (3) of students discipline regulations as follows:
 - The student is asked by invigilator to leave the exam room.
 - A detailed report should be written and signed by the invigilator, the head of the department, and the student who was cheating.
 - The report and all other documents caught with students should be presented to the dean of the college.

- Upon dean's request, the students discipline committee investigates the students.
 - After investigating, the students discipline committee consider the incident, it also consider gradients sanctions according to the offences itself and how many times he did it.
 - The students discipline committee declares its report to the dean; also the committees suggest any sanctions that are mentioned in article (3) of the students discipline regulations.
 - The dean of college decides - after the necessary investigation - gradients sanctions according to the offences itself and how many times he did it.
 - The dean of college issued a decision regarding that.
2. Any student does not obey exams rules or quietness (according to article 3 mentioned above the committee will deal with him according to article (4) of the students discipline regulations as follows:
3. The invigilator may decide to ask students to leave the exam room or warn him, depending on the offence he made.
- A detailed report should be written and signed by the invigilator, the head of the department, and the student who was cheating.
 - The report should be presented to the dean of the college
 - Upon dean's request, the students discipline committee investigates the students.
 - The students discipline committee starts the investigating. Then, a report should be declared to the dean.
 - The dean of college issued a decision regarding that.

Fourth: General Rules:

1. The students discipline committee is the authorized entity that instigates of the exam related issues. It also controls general regulation according to its issued decision no (53639 / 3 / 5), dated in 1431 / 2 / 22H.
2. The students discipline committee adopts the offences acts committed by student. In addition, there should be parity and suitability between offences and suggested sanctions.
3. The committee's decisions and its views have an advisory capacity.
4. The dean of the college signs the sanction prescribed in article (3) and (4) of the students discipline regulations.
5. The student is informed about penalty prescribed against him, once it is issued by the dean.
6. The deanship of student's affairs and the deanship of admission registration should be informed about the resolution to be executed within a week from the date of issuance.



EXAMINATION FORMS

Schedule of Final Examinations for the Second Semester 1434/1435 H

College: **Section:**

.....

Day	Date	Time	
		8 : 10 AM	10.30 : 12.30 AM
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		

Form (1)

The final Examination for thesemester 1434 / 1435 H

College:.....	Program:	
Course Name:	Section:	
Course Code:	Section:	
Date:	Duration:	Number of pages:
The student's name:		
University ID:		

Examination Guidelines

- 1-Type your name and university identification number clearly in the space provided.
- 2- Use blue or black pen in answer and pencil in drawing.
- 3- Books or notes, papers and publications are not allowed into the examination room.
- 4- Students are not allowed to get out from the examination room before passing 30 minutes from the beginning of test starting.

Learning Outcomes

The Knowledge Skills	Cognitive skills	Interpersonal skills and taking responsibility	Communication, information technology and numerical skills	Psychomotor skills
<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>

Grades

Faculty member	
.....	
Review Committee	
Name	Signature
Final grade...../.....	

Corrector 1	Corrector 2	Learning outcome	Question
/.....	/.....	.....	1
/.....	/.....	.....	2
/.....	/.....	.....	3
/.....	/.....	.....	4
/.....	/.....	.....	5
/.....	/.....		

Form (2)

Grade and Points According to Mark

Mark	Grade	Points
95 - 100	A+	5
90 – 94	A	4.75
85 – 89	B+	4.5
80 – 84	B	4
75 – 79	C+	3.5
70 – 74	C	3
65 – 69	D+	2.5
60 – 64	D	2
0 – 59	F	1
No Grade -Pass	NP	-
No Grade - Fail	NF	-

Final Exams Invigilators for the Second Semester 1434/1435H

Sunday 19 / 7 /1435 H (10:30 –12:30 AM)

NO.	Course No & Code	Section	Teacher	NO. of student	Room No.	Observer
1	General Microbiology MDL 234		Soliman Alsalama	10	2	
2	General Microbiology MD 120		Soliman Alsalama	6	2	
3	Applied Clinical Microbiology MDL 423		Gomaa Abdelraheim Abdullalim	16	4	
4	Laboratory Management MDL411		Khaled Mahran	23	1	
5	الرياضيات المتقدمة للحاسب الآلي ٢ CSI 222					
6	معادلات تفاضلية Math210 (فبراير)					
7						
8						
9						

Form (4)



Record of Catching Cheating Cases

College: Science in Alzilfi

Academic year: 1434 H / 1435 H

Semester: Seconds

Violation frequency:.....

Type of Violation: Cheating () Trying to Cheat () Others ()

Specify:.....

.....

Student's name		University ID	
Mobile Number		Email	
Course Name & Code		Section	

Date and time of the violation: Day..... Hour..... Date..... / / 143 H

The method used in cheating.....

Proceedings of the cheating

.....

.....

Student's opinion.....

.....S

Student's signature.....

Course administrator's opinion (in case of cheating):

.....

.....

Observer name		Signature	
Course administrator's name		Signature	
Control committee member's name		Signature	

Form (5)



Cheating Case Report

College: Science in Alzilfi

Academic year: 1434H / 1435 H Semester: Second

Violation frequency: Type of Violation:.....

Description:.....

.....
 Violation:.....

Student's name		University ID	
Mobile Number		Email	
Course Name & Code		Section	

Date and time of the violation: Day..... Hour..... Date..... / / 143 H

The reasons for the violation:.....

Commitment

I declare that, I am the student whose data are mentioned above:

I've violating instructions in
and it is time.....

I pledge not to repeat it as the College has the right to take any suitable action.

Student's name.....Student's Signature.....

Observer's name		Signature	
Course administrator's name		Signature	
Control committee member's name		Signature	

LIST OF ATTENDED STUDENTS
FINAL EXAM SECOND SEMESTER 1434-1435 H

Course name	Course Code	Section	Faculty member	Room NO.	Date	Time

Number of student	Attended students	Withdrawn	Deprived	Absent

No.	Student Name	University ID	Signature		Notes
			Attendance	Dismiss	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

The name and signature of the observer:

Form (7)

Student satisfaction questionnaire for course exam

College: Science

Program:

Course Name:

Course No. & Code:

Please put a mark in the box that expresses your assessment: *

	1	2	3	4	5
(1) Means that the required work has been in a very bad way, or not performed at all, or rarely been done. (١) تعني ان المطلوب تمت تأديته بشكل سئ جداً، أو لم يؤد أصلاً، أو نادراً ما تمت تأديته.					
(2) Means that the required has been poorly done or in most cases not done at all. (٢) تعني ان المطلوب تمت تأديته بشكل ضعيف أو لم يؤد في معظم الأحيان					
(3) Means that the required has been moderately done. (٣) تعني ان المطلوب تمت تأديته بشكل متوسط.					
(4) Mean that the statement is often true or in most cases, and that what is required almost has been done well. (٤) تعني ان العبارة صحيحة غالباً أو في أغلب الأحيان. وأن المطلوب تمت تأديته بشكل جيد تقريبا					
(5) Means that the statement is always true or almost in all cases, and that what is required has been completely done. (٥) تعني ان العبارة صحيحة دائماً أو في كل الأحيان تقريبا. وأن المطلوب تمت تأديته على أكمل وجه.					
1- Exam has been prepared adequately (paper organization, clear writing and completed data). 2- تضمنت الأسئلة جميع المعلومات اللازمة للإجابة عنها.					
2- Questions included all the information necessary to answer them. 3- وضوح تعليمات الاختبار.					
3- Clarity of exam instructions. 4- صياغة جميع الأسئلة بأسلوب واضح ومحدد.					
4- Questions instructions are clear and definite. 5- تتناسب مدة الاختبار مع محتواه.					
5- Exam allotted time is appropriate with its content. 6- تدرج الأسئلة من السهل الى الصعب.					
6- Questions are graded from the easiest to most difficult. 7- تراعى الأسئلة الفروق الفردية بين الطلبة.					
7- Questions consider the individual differences among students 8- ترتيب أسئلة الاختبار بما تم تدريسه.					
8- Questions are related to all the items which have been studied. 9- تنوع طبيعة أسئلة الاختبار بين الموضوعي والمقالي أو حسب التخصص.					
9- The diversity of the questions between objective and subjective, or according to specialization. 10- مستوى رضاك عن الاختبار.					
10- Your satisfaction extent about exam.					

Improvement

.....
.....
.....

A daily report on progress of exam
Final exam of the second semester 1434 –1435 H

Day:..... Date:.....

First: Total courses in which the students are examined today:

	Course title	Section	Total NO. of students	Attended students	Withdrawn	Deprived	Absent	Time of Exam
1								
2								
3								
4								
5								
6								
7								
8								

Second: Name of absent students:

	Student name	University ID	Course title	Section NO.
1				
2				
3				
4				
5				
6				

Third: Remarks:

.....

Form(11)

Kingdom of Saudi Arabia
 Ministry of Higher Education
 Majmaah University
 Vice rectorate for Academic Affairs
 Measurement & Assessments Administration



المملكة العربية السعودية
 وزارة التعليم العالي
 جامعة الجمعة
 وكالة القياس والتقويم لأعمال الاختبارات

College: Science in Alzifri

Final exam of second semester 1434 – 1435 H
 list of receipt and delivery answer sheets

Day:

Date:

Period:

Course title	For subject		Observer name	Room No.	For observer		Withdrawn	Signature of committee member	For faculty member	
	Section	Total student No.			No. of attendants	Absent			No. of Papers	Signature of faculty member
1										
2										
3										
4										
5										
6										
7										
8										
9										

Form(12)

Collage: Science in Alzilfi

Statistics estimates students who performed exam

Course name	Course title
Program	Section
Date of exam	Number of credit hours

	Total number of students					Estimations								
	Total	Perform exam	Withdrawn	Deprived	Absent	A+	A	B+	B	C+	C	D+	D	E
Number														
Percentage														

Faculty member: Signature:

Remarks:

- 1- Percentages related to students are calculated the proportion to the total number of students.
- 2- Percentages related to estimates are calculated the proportion to number of students who performed the test.

Internal reviewer report of exam question

College: Program/Deoartment

Course name: Academic year:

Internal revision date: Semester:

Committee put signal inside the box that express the their estimate degree.

S.	Quality indicators questions	Estimation					Evidences		
		1	2	3	4	5	Check question forms	Answer forms Descriptions	
1	Questions are related to course objectives according to course specification								
2	Question paper format matches the specifications set								
3	Degree distribution on main and peripheral questions was taking into account								
4	The duration of the test fits its contents according to the model answer								
5	Questions clearly measure the type of capacity to be achieved (Knowledge - skills - empathy)								
6	Questions take into account the diversity of cognitive Questions consider the diversity of cognitive levels (knowledge - understanding - analysis - structure – evaluation)								
7	Questions are clear and formulated with a specific terms								
8	Questions focused on learning outcomes and their processes.								
9	Questions take into account individual differences among students.								
10	The presence of model answers for the test.								
The average estimate of the exam questions report:									
The index is considered satisfy, if the average estimates more than 3.								satisfied	
								Not satisfied	

Form(16)

Assessment of the Internal Audit Committee

College:

Department/ program:

Number of Question samples:

Total number of students in the program:

First: Observations regarding the clarity of courses and program objectives (1)

Specification:

.....
.....
.....
.....
.....

Strong points:

.....
.....
.....
.....
.....

Improvement priority:

.....
.....
.....
.....
.....

Second: Observations regarding the examination papers format (2-3-4)

Specification:

.....
.....



.....
.....
.....
.....

Strong points:

.....
.....
.....
.....

Improvement priority:

.....
.....
.....
.....

Third: Observations regarding the examination papers format (5-6-7)

Specification:

.....
.....
.....
.....

Strong points:

.....
.....
.....
.....

Improvement priority:

.....
.....
.....
.....



Fourth: Observations regarding the examination papers Quality (8-9-10)

Specification:

.....
.....
.....
.....

Strong points:

.....
.....
.....
.....

Improvement priority:

.....
.....
.....
.....

Committee member signature:

Name:	Degree:	Signature:
Name:	Degree:	Signature:
Name:	Degree:	Signature:

Head of Department Signature:

Name:	Degree:	Signature:
-------	---------	------------



جامعة المجمعة
Majmaah University

www.mu.edu.sa