

Guide of the Evaluation and Measurement Unit for Tests

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Description of Unit:

The Unit specializes in measurement and evaluation to identify, build and develop the standards of all acts related to measurement and evaluation processes of the University tests. However, it can communicate and coordinate with the internal audit in all its departments, and prepares for the statistics and final reports of the Faculty.

Vision

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

Mission

The Unit aims to calibrate the tests and conduct studies on their quality. Also, it conducts studies on the educational process development, and it provides comprehensive and integrated solutions to measure knowledge, skills and abilities and throughout evaluating them scientifically and in an approachable way as a matter of education to contribute high degrees of justice and quality, to which they meet the needs of development.

Objectives and Functions of the Unit

- **Ensure** that the set exams consistent with the examination systems in the University and meet the necessary criteria in coordination with the Quality Assurance Unit and other Departments and Committees in the Faculty.
- **Keeping** exam banks to all taught curricula in the Departments of the Faculty; in coordination with the Quality Assurance Unit in terms of facilitating the teaching-learning process which ensures a good management and performance in exams enforcement.
- **Design** questionnaires and data collection tools for the measurement and evaluation of the tests.
- **Evaluating** the quarterly results of the curricula to all academic Departments in the Faculty.
- **Prepare** reports and recommendations based on analyzed results to applied questionnaires of which they improve the on-going progress.
- **Issuing** statistics and periodic reports based on the status of the evaluation and measurement of the Faculty.
- **Issuing** periodic reports on complaints and petitions presented by the students and go under evaluation and measurement.
- **Conduct** feed-back statistics by introducing them to the Deanship and Departments 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 in the Faculty 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 Evaluation for tests included in its membership representatives of both academic and students members of all departments of the College of Science.

Functions and Mechanisms of the Unit

- Daily presence for the long duration of tests at the Unit.
- Equipping orientation guidelines for students to places of tests› committees.
- Setting an initial time-table for tests. Then, opinions can be taken by students and they go under processing.
- 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 observers, including sanctions regulations.
- Holding an orientation-meeting to all faculty members to get ready for tests and instructions. Therefore, attendance sheet should be signed by all presents as a precautionary step.
- Holding an orientation-meeting to all students to get ready for tests and instructions. Therefore, attendance sheet should be signed by

all presents as a precautionary step.

- A well-equipped hall should be supplied for handicapped students.
- Assigning a specialized employer to guide students about the tests and respond to inquiries.
- Prepare presence sheets for observers to each exam committee to sign and 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 progressive procedures 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 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.
- Exam Committees let students, who performed the tests, sign on prepared sheets to assure their attendance.
- Prepare a report on the performance of each test committee, and send a copy to the Vice-dean for Academic Affairs.
- Preparing tables for delivering the answering booklets which should be signed by the tested-courses' instructors after completing exams immediately.
- Preparing tables for swapping invigilators among testing rooms.

Then, they will be sent to the Chairman of the Exams Committees.

- 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.
- Continuous presence at the headquarter of the examination committee to resolve any problem, or for any queries.
- Head of the Unit offers 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.
- Head of the Unit offers a final report on the work of the unit 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 which perform the following tasks :**
 1. Answering booklets are checked and signed by two checkers.
 2. Review a sample of the corrected answer sheets for each course by not less than five per cent.
 3. The safety of grading system for papers and tests in terms of:
 4. correcting all exams questions and give the required degree to each question.
 5. Placing the degree of each question in the appropriate field

allocated on the cover.

6. Re- collecting grades (quarterly + final) for verification and compliance
7. Prepare a file to enroll students who go under sanctions and violators.
8. Following-up Faculty members to enter grades onto the website i.e. Edu-gate according to the given time.
9. Prepare a report on the results of tests for each course in each Department.
10. Set up a database for students that describes their results, success and failure rates.
11. Coordinate and cooperate with the Committee for following-up tests.
12. Prepare a file for feed-back during the tests includes (cases of students who inquire about the difficulty of test questions and given answers by instructors).
13. Announcing the degrees of tests in certified statements from Head of Department, and deliver a copy to the Committee.
14. And finally, Chairman of the Committee prepares a detailed report on the Committee's work, preparation and following-up final tests. Then, it is sent to the Unit Supervisor.

The Unit issues periodic reports submitted to the College Board at the end of each semester, these are:

1. The exams' quality technical report.
2. The statistical reports including percentages of success and its analysis.
3. Reports about questions sample pool concerning the subjects taught in the faculty and its analysis.
4. Statistical reports concerning students' needs, cheating, and alibis percentages.
5. The amendments that have been made on the questions sample pool of the college.
6. Percentages showing students' satisfaction about exams, in addition to the reports of the internal auditing committees for exams' quality.

Coordination with the quality assurance unit in the faculty

The Distinctive Features of Exams Validity

A Good Test Features

Educators and scientific methodologists agreed that a good test is characterized by:

- **Reliability:** The test ability to assess the area which the test is already designed for.
- **Objectivity:** The question gives the same meaning for all testees so that it does not accept double interpretations. Hence, the availability of this feature demands the prevalence of objectivity in its various forms, even in the correction process.
- **Persistence:** It is the test consistency and validity to give similar results if it is conducted more than once under the same circumstances.
- **Inclusion:** The test has to give a sense of containment to all the related topics and skills supposed to be learned by the student (Objectives of the course).
- **Simplicity and Clarity:** the test has to be clear, and its questions have to be simple and understandable.
- **Susceptibility to Standardization:** The action of producing a form or a system of training (educational) for a target group under similar circumstances.
- **Economic:** Economy means the economy of time and resources.
- **Applicability:** a test is conducted in normal circumstances.

- **Average of Difficulty:** a test has to be of average regarding difficulty, i.e. not extremely easy or extremely difficult; the questions, moreover, should move from the easier to the more difficult one(s).

Test Validity Indications

First: True & False questions.

The conditions to be met in the true & false questions

1. Avoid using phrases from the textbook.
2. The number of true items is to be equal to the false ones.
3. Making sure of the items formations so as no vagueness is committed.
4. The item should be brief and around one idea.
5. None of the statements should include an answer of other questions in the same test.
6. Avoid using negation and double negation.
7. Using the quantitative style rather than the descriptive one in designing T/F statements.
8. The statements' distribution should be random.
9. The test should present a fair amount of statements so as no guessing is used as a key.

Second: Multiple Choice questions.

The conditions to be met in the multiple choice questions:

1. Each item should assess an outcome of learning process.
2. The statements should be of a very clear and precise sound.
3. Each item should not expect less than four key-alternatives and not exceed six.
4. Making sure that the question proposes only one problem.
5. Making sure that the question is designed around one idea.
6. The statement should encompass the largest amount of information whereas the alternatives should be as short as possible.
7. Avoid using negation in the statement or in the alternatives.
8. Making sure that only one alternative is a possible answer.
9. Avoid using «all of the above or none of the above» as an alternative.
10. Making sure that the false alternatives appears as possible answer.
11. Making sure that the item's formation is based on scientific standards.
12. Alternatives should be randomly ordered.
13. Avoid copying statements literally from the textbook.
14. Avoid using vague statements.

15. Using a clear language in forming the statements.

16. Each item in of the multiple choice question should stand for a completely separate idea.

The question should present a fair amount of items so as guessing is not used as a possible way of answering.

Third: Paring or matching questions.

Conditions to be met in the pairing or matching questions:

1. All items in each question should sound harmonious or homogeneous.
2. The number of answers should be more than the number of items given to avoid guesswork.
3. Ordering the answer either alphabetically or digitally.
4. The two columns/ tables containing items and answers should be on the same page.
5. Clarifying the way of answering by numbers or digits.
6. Each answer should be suitable for each statement.
7. Maintaining language clarity (coherence).
8. The range of pairing items is preferably designed between 5 to 8 items in both lists

Fourth:Vocabulary question.

Conditions to be met in the vocabulary questions:

1. the vocabulary should be selected from the text or from the glossary.
2. avoid repetition.
3. the expression should not be an answer of another question.
4. expressions used should cover almost the entire content.
5. expressions are preferable to be short to avoid explanation-work, clarity.
6. vocabularies questions should be designed to enhance student's comprehension skill.
7. vocabularies questions should be relevant to the materials tested.

Fifth:Essay questionsn.

Conditions to be met in the essay question:

1. Questions should be formed in a clear language.
2. Never using optional questions to have a clear comparison among students.
3. Never using essay questions which only need information retrieval.

4. Setting up the answers time.
5. Controlling correction through answer key.
6. Essay question has to be used for assessing higher goals.
7. Avoid vagueness in essay questions formation.
8. Questions should contain the core material tested.

How to design exams professionally?

To have a valid and effective exam, the following points should be regarded.

1. Forming a new version each time you teach the same course.
2. Designing the exam all through the semester according to the materials. Covered in each lecture so as it ends up with a questions sample pool.
3. Revising the objectives and the course description during exams formation.
4. Specifying topics covered.
5. Setting up the appropriate time for the exam in general and for every question in particular.
6. Designing an answer sheet where marks are distributed for each question clearly.

Rules and Systematic Procedures 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 on Edugate. 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:
- 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 (/ 3 / 5 53639), 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

Examinations Samples

Sample (1) Exam paper

Kingdom of Saudi Arabia
Ministry of Higher Education
Majmaah University
College of science

First: Personal Information:

Student's Name:

Student ID:

Second: Course Information

Course Name: Course Code and Number: Section:

Exam time: Exam date (day/date):

The exam has () sheet(s) of paper

Total marks:

Third: Exam Instructions

Dear student: Read the following instructions carefully:

Read each question more than once. Pay attention to spelling rules.

- Cheating, initiations on it, or contravention of exam instructions, expose you to discipline regulations.
- You are not allowed to use the cellphone at all, and using it

exposes you to discipline regulations.

- You are not allowed to use any calculation tools without invigilator's permission.
- 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, unless they have an invigilator's permission. And if the delayed is less than thirty minutes, entering the exam room needs an invigilator's permission and course teacher.
- If you leave the exam room- even with permission, you are not allowed to take make-up exam.

Fourth: scores

Question	Written score	Question	Written score	Question	Written score
1		3		6	
2		4		6	

Course teacher	
Name	Signature

Total of semester grades:

Total of final grades:

Total score out of 100:

Module (2) Exam Paper

Ministry of Higher Education

Majmaah University

College of science

Course:

Department:

Exam Date:

Semester:

Academic Year:

Time:

Section:

Maximum Degree of the Exam ()

Instructor's Name

Module (3) A Report on the Test Progress

College of Science

A report on the test progress

Date: / /

Time:

Course Name & Code	Dept.	Number of Students	Attendance	Absences	withdrawn	Deprived	Invigilator's Name
							Total

Invigilators' Information

Invigilator's Name	Dept.	Attended on Time	Late	Absent

Students' Irregularities

Type of irregularity			Number of total irregularities
Doesn't bring ID	An attempt to cheat	Uncommitted by the instructions	

Other remarks on the test progress

.....

.....

.....

.....

.....

.....

.....

.....

If there are any complaints or observations on the students during the exam, or doing any meeting in minutes to any cheating case; you should report this to Dean of College of Science.

Head of Exam Committee:

Signature:

Module (4)A Statement for Cheating Cases

College of Science:

On: / / 14

Student's Name	ID	Course Name	Major (Level)

Dear Supervisor of Exams Committee

In the Name of Allah, Most Gracious, Most Merciful

Day.....Date .../...../.....

the above named student is set that as he tries to cheat by

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

Hope it is taken in consideration

	Student	Invigilator	Head of Committee
Name			
Sign			

Module (5) A List of Invigilators

College of Science:
Hall:

Time:
Duration:

No.	Instructor's Name	Sign
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Head of Committee:

Model (6) Invigilation Exchange Model

Invigilation Exchange Model

I hereby to invigilate on the exam:

Day:

Time: Morning (10-8am)
evening (3:00-1:00pm)

Date: / /

noon (12:30 -10:30pm)

Part one signature.....

In the place ofand.....

He will show up on my behalf to invigilate the exam held on

..... in / /

Time: Morning (10-8am) noon (12:30 -10:30pm) evening
(3:00-1:00pm)

Second part signature

Control committee, chair

Models used for statistics and measurements

Model (1) statistical analyses of students' satisfaction

College of Science:

Year:

Semester:

	Course num and code	program	Students number	Students' satisfaction percentage
1				
2				
3				
4				
5				
6				
7				
8				
9				
9				
10				
11				
12				
13				
14				
15				

Model (2) students' results statistical analyses

College of Science

Academic year:

program:

semester:

	Subject code	Class num	Students' num	present	Presents' %	% of D students	% of students passed	% of B students and above
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

College of Science
Academic Year:

Program:

Semester:

N	Course code	section	Total no. of students	attendance	Percentage of attendance	Got (D) or more	Passing student percentage	Got (B) or more	Passing student percentage
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Form (3) Final Exam Attendance Form

College of Science
Academic year:

Program:

Semester:

Course	Course code & No.	Course teacher	Section No.	Total No. of students	Attendance	Absent	Deprived	Withdrawn
Total no. of students:								
Percentage:								

Sample (4) Qualitative report about Exam result for each course

College of Science:

Course:

Section:

Course teacher:

attending exam:

Number of passing students:

The success rate:

-1 The causes of high success rate if it exceeds %90.

-
-
-
-

-2 The causes of low success rate if it is less than %50.

-
-
-
-

Course Teacher Signature

Department:

Course code and number:

Semester:

Number of students

Number of failures:

Department Head Signature

Form (5) Internal Exam Questions Revision:

College of Science

Academic year:

Program:

Revision date:

Semester:

Course code and number

- Put mark under each number that best express each statement

No	Exam Quality indicators	rate					Witnesses & evidences		
		1	2	3	4	5	Checking Question form	Checking answer sheet	
1	The questions describe course aims according to course description								
2	The form of the question paper suitable with the mentioned description								
3	Scores distribution on all questions								
4	Exam time suits exam content based on the model answer.								
5	Exam questions clearly measure capacity to be achieved (knowledge - skills - sentimental)								
6	Exam questions Take into account the diversity of cognitive levels (Knowledge - understanding - Analysis - composition - evaluation)								
7	The question are clear and well-written								
8	Questions focused on learning outcomes and processes.								
9	Questions take into account individual differences among students								
10	There is model answer to test questions								
The index is considered as fulfilled if the average is three or more.								Unfulfilled	Fulfilled

Internal Exam Committee Evaluation:

College of Science:

Department/program:

Number of Exam form:
program:

total no. of students in the

Firstly: notes about clarity of both program and courses

Description:
.....

Strength points:
.....

Priority for improvement:
.....

Secondly: notes regarding the shape of the exam booklets (2-3-4)

Description:
.....

Strength points:
.....

Priority for improvement:
.....

Thirdly: notes regarding the shape of the exam booklets (5-6-7)

Description:
.....

Strength points:
.....

Priority for improvement:
.....

Fourthly: notes regarding quality of the exam (8-9-10)

Description:
.....

Strength points:

.....

Priority for improvement:

.....

General notes:

Signatures of committee members:

Name:

rank:

Signature:

Name:

rank:

Signature:

Name:

rank:

Signature:

Head of the department signature:

Name:

rank:

Signature:



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