STUDENT EVALUATION MANUAL
OF
ISLAMIC UNIVERSITY OF MADINAH

English Translation
Deanship of Quality and Academic Accreditation
Islamic University of Madinah

دليل تقويم الطالب في الجامعة الإسلامية
بالمدينة المنورة ١٤٣٦هـ/٢٠١٥م
ترجمة باللغة الإنجليزية

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Statement of the University President

All praise is due and belongs to Allah. May the peace and blessings of Allah be upon the best of creation in entirety.

It is part of the loftiest of all noble goals that an institution harnesses most of its concerns to serve Islam in all corners of the globe, and deal with the rehabilitation of Muslim youth in the field of science and Islamic propagation, through academic programs that adhere to the orthodox approach.

Through the support of the Custodian of the Two Holy Mosques- may Allah protect him, and the Crown Prince and the second Crown Prince, - may Allah crown their efforts with success and prosperity, the Government of Saudi Arabia is keen on development and excellence in all areas, particularly in educational institutions.

It has become axiomatic in the development of university education processes that achieving quality means achieving excellent practices at the university on different criteria and areas, with sustainability and improvement, which requires a system for managing the quality of academic processes, based on enduring evaluation operations and development of mechanisms, leading to deliberate and organized practices; in order to ensure the achievement of learning outcomes at the course and program levels, in accordance with the National Qualifications Framework.

Hence, the Islamic University felt the need for a guide to the methods of measurement and evaluation, viewing it the first step in the development of measurement and evaluation methods of its colleges. Besides, it is an essential requirement of accreditation, a guiding document, and mechanism of action for evaluating intended learning outcomes operations, to measure

the achievement of objectives through tools tailored according to a comprehensive vision of those outcomes, and to be one of the most important controls applied by the Islamic University; to ensure the quality of its products.

Acting President of the Islamic University

Prof. Ibrahim bin Ali Al-Ubaid

Preamble

Islamic University is concerned about developing its systems for the quality assurance of education; because it realizes that quality education is the main entrance to the application of its mission and universality, as it provides the local and global community with graduates capable of meeting its needs in various fields based on the fundamentals of the Islamic religion, and the foundations of science, knowledge and technological progress.

The manual at hand, is the first referential edition of students evaluation systems at the Islamic University. It aims to ensure that colleges are committed to the evaluation standards and controls based on learning outcomes, and to increase awareness among teaching staff of the rules and requirements governing the methods of evaluation. It requires faculty members to conform to the development of evaluation methods in line with the intended learning outcomes, and promote communication and interaction among students and faculty members, by adhering to the referential rules and regulations of evaluation.

Since the purpose of the educational process is to give students the skills, knowledge and experience necessary to engage in the labor market and contribute to the development of society, it becomes necessary to effectively develop measurement and evaluation methods at the university, in order to achieve continuous review of programs, measure the colleges' commitment to the implementation of academic standards regarding students' evaluation and verify their relevance to the intended learning outcomes of the program, conduct periodic studies and analyses of test results, and take advantage of them to develop academic programs, and evaluation methods.

Chapter 1

Definitions

"Adapted from the Regulation of Undergraduate Study and Examinations and its Operational Rules and Internal Procedures at the Islamic University of Madinah"

Endorsed by the University Senate Pursuant to Resolution No. (293/1431/1432)

- **Academic year:**
  It means two major semesters and a summer semester if available.
- **Academic Semester:**
  It is a period of time not less than fifteen weeks in which courses are taught but it does not include the registration and examinations period.
- **Summer Semester:**
  It is a period of time not exceeding eight weeks, but it does not include the registration and examinations period. Though the time allocated to each course is doubled.
- **Study level:**
  It indicates the school stage, according to the approved study plans.
- **Study Plan**:
  It is a set of compulsory, elective, and free courses, having total units from which graduation requirements are constituted and which a student must successfully pass to get a degree of the specified specialization.
- **Course**:
  It is an academic subject in the study plan approved in each discipline (program). Each course has a number, symbol, name, a detailed description of its distinct elements in terms of content and level, and a special file kept by the department for the purpose of monitoring, evaluation and development. It is permissible for some courses to have some preceding or concurrent course requirements.
- **Module**
  It is a weekly theoretical lecture with a duration not less than fifty minutes, or a practical or field lesson, whose duration is not less than one hundred minutes.
- **Academic warning:**

It is a notice that is directed to the student when his cumulative GPA falls below the minimum points stipulated in the regulation.

- **Semester class work marks:**
  They are the marks granted to a student for his achievement during the semester tests, research and educational activities related to the academic course.
- **Final test:**
  It is a course test scheduled to be held once at the end of the semester.
- **Final test marks:**
  The marks obtained by a student in each course in the final test of the semester .
- **Final marks:**
- They are the total scores in class work plus the marks a student obtains in the final exam for each course. These marks are calculated based on a hundred.
- **Grade:**
  It is the description of the percentage or alphabetical code of the final score obtained by a student in any course.
- **Incomplete Grade:**
  It is a grade temporarily made for any course the student cannot complete its requirements in a timely manner and it is symbolized in his academic record by (L) or (IC).
- **Continuous grade**:
  It is a grade temporarily made for any course whose nature requires more than a semester to complete and it is symbolized in his academic record by (M) or (IP).
- **Semester average:**
  It is the quotient of the total points earned by the student divided by the total prescribed units for all courses taught in any semester. However, points are calculated by

multiplying the prescribed unit by the weight of the mark scored by the student in each course that he studied.

- **GPA:**
  It is the quotient of the total points obtained by a student in all the courses he studied since he joined the university, divided by the total prescribed units of that course. See Appendix (b).
- **General Grade:**
  It is the description of the level of educational achievement of a student during the period of study at the university.
- **Academic load:**
  It is the total study units that a student is allowed to register in a semester. The minimum and maximum level of academic load is determined by the University bylaws.

Chapter 2

Execution and Follow-up of Evaluation Operations

Tests

Islamic University defines clear measures to set the test material, which must portray the following:

First: Preparation of the Tests:

1-1 Formative tests:

They are tests done on a regular basis while teaching parts of a course for the purpose of continuous evaluation of the process of learning and teaching and their marks are not recorded among the total number of marks scored by the student. Students take advantage of such tests to know the learning outcomes they have achieved and what they could not understand and perform, so they can be re-achieved or undergo training on these outcomes. As for the faculty member in charge of the educational process, these tests furnish him with performance indicators for learning outcomes at different levels. Moreover, the college or institute must determine through its faculty members the appropriate times and the form of tests at the beginning and through the level. Academic departments must also retain the special documents on the formative tests they conduct.

1-2 Summative tests:

This means tests, which are held throughout the academic year, and whose marks constitute part of the overall marks of students in different courses. These tests are one of the basic mainstays that determine the extent to which the college or institute has achieved the academic standards of educational programs. Moreover, their results determine the future of students. This implies that the institution must be committed to ensure the objectivity, fairness, validity and reliability of these tests, and see that they are prepared with accuracy and synchronization with

the preparation and design of courses before the beginning of the academic year.

Steps for preparing summative tests:

A – Identifying intended learning outcomes of programs and courses:

This is a key step in all matters relating to aspects of the educational process. Learning outcomes are identified at the beginning of the process of designing the program and its courses. The college or institute should, through its faculty members, ensure that learning outcomes are phrased prudently, clear, specific and measurable. Academic departments should be committed to clarify the following:

- Distribution of evaluation methods and types of tests being carried out with the program learning outcomes, in a "program learning outcomes evaluation matrix" of the courses within the program specification template. (See appendix 1).
- Suitability of evaluation methods and types of tests being carried out with the learning outcomes in a "methods of course learning outcomes evaluation matrix" within the course specification template (See appendix 2).

B – Identifying evaluation methods:

This is achieved by selecting multiple types of tests to measure the intended learning outcomes including knowledge, cognitive skills, practical skills, and skills of communication and relationship with others, whereby the type of test being used reflects the abilities and skills acquired by students through the

achievement of learning outcomes. This can be attained as follows:

1. Knowledge and cognitive skills (information and concepts which are the outcomes of achievement, understanding, application and evaluation of information) and mental skills (written and oral tests are used to measure these outcomes).
2. Professional and practical aspects and outcomes of practical and professional skills. These outcomes require the use of practical tests and field training evaluation methods, to actually and precisely measure the skills.
3. Skills of responsibility and relationship with others such as: preparation of a project or conducting research. However, such tasks are usually assigned to a group of students to participate in thus helping in the acquisition and evaluation of learning outcomes regarding work, and so on. Objective assessment of these tasks requires using standardized tools to ensure fairness and transparency.
4. Communication, information technology and numerical skills: Evaluation of these outcomes requires to assign tasks and assignments to students. These tasks range from simple tasks, for example: Search in sources of information to prepare an article for presentation, presentations or critical comment on some scientific or literary material, complex tasks.
5. Psychomotor skills: Measurement of these skills needs direct observation of students over an extended period of time. Standardized reports can be used for their evaluation. Moreover, part of the assessment can also be inserted in the practical and oral tests, and to a limited extent in some written tests questions.

Second: Designing tests:

2-1 Written tests:

It is the most frequently used type of tests, through which learning outcomes regarding knowledge, mental skills and some other skills are assessed in a limited degree. Questions in written tests must vary and diversify to ensure measurement of a representative sample of all educational outcomes. Written questions include the following:

2-1-1 Preparation of written test questions:

As a basic rule, the questions are prepared after preparing the specification table. One preparing the questions would refer to the learning outcomes when setting each question. The table is endorsed by the concerned academic department council at the beginning of each academic year and saved in the course file.

2-1-2 Written test specifications table:

The preparation of a specifications table is considered the initial step of a good preparation of written test, as it connects the levels of knowledge and cognitive skills (recollection, understanding, application, analysis, innovation, and evaluation) of learning outcomes directly with the content elements. Through it, the number of questions in each cognitive level is determined as well as the appropriate content elements according to their relative weight.

Thus, the specifications table ensures representation of learning outcomes of different cognitive levels as well as their corresponding scientific content according to their relative weight and this contributes to the validity of the test content. The specifications table is two-dimensional:

- The first dimension (vertical), represents the educational content that has been taught to the learners.
- The second dimension (horizontal), represents the cognitive levels of educational outcomes.

Therefore, the columns in the specifications table represent types of levels of educational outcomes in the cognitive domain of recollection, comprehension and application. . . etc. while the rows represent the scientific material or scientific or educational content of the course.

The convergence point of the content with results represents the table cells that refer to the conduct that will be evaluated in the test, and are called the conduct and content cells.

Those setting the test begin by determining the scientific content that has been taught and reviewing the relative weight of each part as stated in the course specification, and the cognitive levels required to be measured in the test. Moreover, each is placed in the specified section in the table, then the total number of questions are calculated, based on the type of test (objective or written), the academic level of students (beginners or advanced stages), total test scores and the time allocated to the test.

This is followed by the distribution of the number of test questions according to the scientific content components in accordance with the weight of each. Then the number of questions for each level of knowledge is calculated in every component of the scientific content pursuant to what is established in the educational outcomes. The number of questions allocated to each level of knowledge in the scientific content components is placed in the corresponding cell.

❖ Practical example and basic data of how to prepare a written test specifications table for a course:

- Total number of periods (classes) during the academic level, let's say 12 periods for (a presumptive course).
- Total number of learning outcomes during the study level, let's say 50 objectives for (a presumptive course).
- Total number of questions required: let's say 20 questions.
- Total score, let's say 30 marks.

Steps for preparing the table:

How the specifications table is built									
The specifications table is of two dimensions: one is vertical, which represents the course topics. The other is horizontal and it represents behavioral learning objectives. The table's fields include the weights of relative importance of each of the topics and objectives, the number of questions for each topic according to each level of objectives, in addition to the marks allocated to each question.									
Topics	**Questions & Marks**	**Aggregate of knowledge outcomes and cognitive skills**					**Total no. of questions**	**Total marks**	**Relative weights of topics**
		Recollection	Comprehension	Application	Analysis	.....			
Topic (1)	**Questions**								
	Marks								
Topic (2)	**Questions**								
	Marks								
.....	**Questions**								
	Marks								
Total no. of questions									
Total marks									
Relative weights									

Steps for building the specifications table

Topics (12 periods)	Questions & Marks	Aggregate of knowledge outcomes and cognitive skills= 50					Total no. of questions	Total marks	Relative weights of topics
		Recollection	Comprehension	Application	Analysis	.....			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	Questions								33%
	Marks								
Topic (2) – 6 periods	Questions								
	Marks								
Topic (3) – 2 periods	Questions								
	Marks								
Total no. of questions									
Total marks									
Relative weights									

1- Determination of the course topics and no. of periods for each topic.

2- Determination of the relative weights of the topics covered by the course.

$$\frac{\text{No. of periods required to teach the topic}}{\text{No. of periods required to teach the course}} \times 100$$

$$\frac{4}{12} \times 100$$

Steps for building the specifications table

Topics	Questions & Marks	Aggregate of knowledge outcomes and cognitive skills= 50					Total no. of questions	Total marks	Relative weights of topics
		Recollection	Comprehensio	Application	Analysis	.....			
		20 objectives	15 objective	10 tives	5 objectives				
Topic (1) – 4 periods	Questions								33%
	Marks								
Topic (2) – 6 periods	Questions								
	Marks								
Topic (3) – 2 periods	Questions								
	Marks								
Total no. of questions									
Total marks									
Relative weights	40%	30%	20%	10%	0%				

3- Determination of the levels of outcomes whose scope of achievement is to be measured and the no. of objectives in each level

$$\frac{\text{No. of outcomes in that level}}{\text{Total no. of course outcomes in a whole}} \times 100$$

$$\frac{20}{50} \times 100$$

4- Determination of the relative weights of outcomes at their different levels

Steps for building the specifications table									
Topics	**Questions & Marks**	**Aggregate of knowledge outcomes and cognitive skills= 50**					**Total no. of questions**	**Total marks**	**Relative weights of topics**
		Recollection	Comprehension	Application	Analysis	……			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	**Questions**								33%
	Marks								
Topic (2) – 6 periods	**Questions**								50%
	Marks								
Topic (3) – 2 periods	**Questions**								17%
	Marks								
Total no. of questions							20		
Total marks								30	
Relative weights	40%	30%	20%	10%	0%				

5- Determination of the total no. of test questions in light of the available time, type of questions and the developmental abilities of students

6- Determination of the final marks of the test

Calculation of (the number of questions in the test according to the topics and levels of learning outcomes)

❖ The number of questions for each level of objectives for each topic:

= Relative weight of the objectives × relative weight of topics × number of test questions

Steps for building the specifications table									
Topics	**Questions & Marks**	**Aggregate of knowledge outcomes and cognitive skills= 50**					**Total no. of questions**	**Total marks**	**Relative weights of topics**
		Recollection	Comprehension	Application	Analysis	……			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	**Questions**	2.64							33%
	Marks								
Topic (2) – 6 periods	**Questions**								
	Marks								
Topic (3) – 2 periods	**Questions**								
	Marks								
Total no. of questions							20		
Total marks									
Relative weights		40%							

7- Determination of the no. of questions for each topic for each level of objective

Total no. of questions × relative weight of the topic's importance × relative weight of the level's objectives

20 × 0.33 × 0.40 = 2.64

(Distribution of test questions marks)

❖ Topic questions mark:

= Relative weight of objectives × relative weight of topics × final marks of the test

Steps for building the specifications table									
Topics	**Questions & Marks**	**Aggregate of knowledge outcomes and cognitive skills= 50**					**Total no. of questions**	**Total marks**	**Relative weights of topics**
		Recollection	Comprehension	Application	Analysis	……			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	**Questions**								33%
	Marks	3.96							
Topic (2) – 6 periods	**Questions**								
	Marks								
Topic (3) – 2 periods	**Questions**								
	Marks								
Total no. of questions									
Total marks							30%		
Relative weights		40%							

8- Determination of the marks of questions for each topic for each level of objective

Final marks for the test × relative weight of the topic's importance × relative weight of the level's objectives

30 × 0.33 × 0.40 = 3.96

The number of questions and their marks in the test according to topics and levels of learning outcomes (after approximation to integers)

Manual Amendment to the Specifications Table									
Topics	**Questions & Marks**	**Aggregate of knowledge outcomes and cognitive skills= 50**					**Total no. of questions**	**Total marks**	**Relative weights of topics**
		Recollection	Comprehension	Application	Analysis	……			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	**Questions**	3	2	1	1	00	7		33%
	Marks	4	3	2	1	00			
Topic (2) – 6 periods	**Questions**	4	3	2	1	00	10		50%
	Marks	6	4.5	3	1.5	00			
Topic (3) – 2 periods	**Questions**	1	1	1	00	00	3		17%
	Marks	2	2	1	00	00			
Total no. of questions		8	6	4	2	00	20		
Total marks		12	9.5	6	2.5	00		30	
Relative weights		40%	30%	20%	10%	0%			

Summary of the steps for preparing a written test specifications table

Total no. of questions × relative weight of the topic's importance × relative weight of the level's objectives

Topics	Questions & Marks	Aggregate of knowledge outcomes and cognitive skills= 50					Total no. of questions	Total marks	Relative weights of topics
		Recollection	Comprehension	Application	Analysis	.....			
		20 objectives	15 objectives	10 objectives	5 objectives				
Topic (1) – 4 periods	Questions								
	Marks								
Topic (2) – 2 periods	Questions								
	Marks								
Topic (3) – 2 periods	Questions								
	Marks								
Total no. of questions									
Total marks									
Relative weights									

2- Determination of the relative weights of the topics covered by the course.

$$\frac{\text{No. of periods required to teach the topic}}{\text{No. of periods required to teach the course}} \times 100$$

Final marks for the test × relative weight of the topic's importance × the relative weight of the level's objectives

$$\frac{\text{No. of objectives in that level}}{\text{Total no. of course objectives in a whole}} \times 100$$

4- Determination of the relative weights of outcomes at their different levels

Important notes:

The specifications table is finalized taking into account the following:

a) It is not necessary to fill in all the fields. There may be no question for a certain topic in some levels of objectives, especially the higher levels.
b) There are decimal fractions in the relative weights, so it is better to approximate those fractions to integers because these weights are not accurate estimates, but approximations.
c) You may find that most of the numbers representing the number of questions contain decimal fractions. So, you should approximate those fractions to integers, taking into account the balance that keeps the total number of questions stable (whether the total is vertical or horizontal).

2-1-3- The number of questions on the test paper is determined based on the type of test (subjective or objective) and the time allocated to the test. However, it is preferred that subjective test questions are answered empirically by one of the members of the test committee, and the time it took is calculated, and then it is doubled to fit the student's level.

Regarding objective test questions, the time required to answer one question varies from 3-6 seconds (true and false, then multiple choice questions and then matching questions considering the following:

1- Determine the educational objectives to be measured in the test.

2- Questions should be linked to course outcomes taking into account that each question should measure one or more defined outcome, and that the questions should be comprehensive to embrace all aspects of the course.
3- There should be clear, explicit and precise instructions to guide the student to what is required of the question clearly and accurately without ambiguity.
4- Questions should begin with clear, accurate and correct behavioral verbs, such as: (define - compare - deduce – describe…).
5- Increase the subdivisions of the question (short and specific questions) so that all would cover most of the course topics.

2-1-4- An answer model should be prepared for each test, according to its kind. If electronic marking is administered for objective questions, it should be taken into account to ensure that the questions' numbers and the number of choices are consistent with the specifications of students' answer sheet. An answer model should be prepared for these tests based on students answer sheet. The special subjective exam (essay tests) answer sheet model must include a general framework for the required answer and the different probabilities of the correct answer so that the student is allowed to innovate and express his personality, and allow the evaluator to do an objective and accurate estimate of the score.

2-1-5- After completing the process of preparing questions, the faculty member should do the following:

- Review the questions to make sure that they are free from ambiguity and allusions and suitable for the objective, for which they have been set.

- Review the final set of questions that make up the test and compare and contrast them with the specifications table to ensure that they are indeed a representative sample for the learning outcomes and course content being measured.

Kinds of Written Test Questions

1-Objective questions:

In all species, there must be clear and detailed guidelines explaining to students kinds of questions that follow, and the method of selecting the correct answer and displaying it in the answer sheet.

Multiple choice questions:

They are used to evaluate a large number of educational outcomes, particularly those related to recollection, comprehension (facts and concepts) and applications (practical). Although, they are less used in the evaluation of the ability to analyze. A multiple-choice question consists of:

A- The Stem / Question head

- It should be in the form of a question or a problem or incomplete statement. Questions to measure the ability to analyze are in the form of problems to be solved.
- The statement must be clear and grammatically correct and free from misspelling.
- It should contain all the fundamental data.

B- Alternatives / Options:

- The number of alternatives or options should be between 4-5 (to reduce the proportion of guessing).
- Alternatives are close in meaning and associated with the question (there is no alternative completely far from the correct answer).
- Alternatives are equal in sentence length and grammatical drafting.
- Use of phrases "all of the above" "none of the above" should be minimized to a proportion (not more than 5%).

- There should be no choice combining two choices from the above (a, b, or c, d).
- There should be no verbal link between the question head and one of the choices.
- Only one answer is correct or is the best.
- The use of negative words should be minimized (All answers are correct except.. and should be written in bold letters and underlined).
- Sample answers should be prepared and reviewed by members of the Exams Committee adequately in advance before the date of the test, to ensure there is no probability for the existence of more than one correct answer.

True and False questions

- They are used to assess learning outcomes related to recollection and comprehension (facts and concepts).
- They involve high proportion of guessing.
- They must be phrased in a clear and understandable manner.
- Do not use terms such as: most, some, sometimes, in general, at times. . . .
- Questions must not be too easy (guessing should not be enough to answer the questions).
- Do not use the same phrase or text stated in the handouts or lectures as this (facilitates guessing).

Matching type / Pairing questions

- They are used to evaluate outcomes related to recollection, comprehension and application (practical).

- The question consists of two lists (columns), one longer than the other.
- The question revolves around a single topic.
- Elements in each list should be similar (for example, the quality of living organisms in one list and their characteristics in the other).
- Sentences in each column should be short.

Text Completion questions:

- They are used to evaluate outcomes related to recollection and comprehension.
- The required answer is either one sentence or phrase.
- The required answer does not include multiple possibilities.

Proposals to avoid the disadvantages of objective questions:

- ✓ Word questions in an easy, clear and precise language avoiding vague or lengthy questions.
- ✓ Avoid using negative phrases or expressions with double negatives.
- ✓ The body or test of the question should include only one specific and clear problem, without ambiguity.
- ✓ It is preferable that phrases or alternatives are equal in length.
- ✓ The correct answers should be distributed randomly in order to avoid students making a random guess of the correct answer.
- ✓ Write test performance instructions clearly and accurately so as not to give the chance to guess.

- ✓ Each question should have one correct answer and should be independent of the other.
- ✓ Avoid the use of alternatives such as: all of the above is true, none of the above,. . .etc.
- ✓ Do not use alternatives that inwardly indicate or suggest the correct answer.
- ✓ It is preferable to avoid exaggerated vocabulary, and to avoid repeating vocabulary in the alternatives.
- ✓ While asking to complete the missing paragraph with one of the alternatives, take into account to allow for a gap at the end of the paragraph.
- ✓ Tests should include objective and subjective (essay) questions.

2- Subjective (essay) questions:

They are characterized by the ability to measure student's complex capabilities such as application, analysis, expression, organization of ideas and time performance etc.

It is preferable to restrict their usage to the measurement of learning outcomes related to previous capacity, and should not be used in what could be measured by objective questions such as recollection and comprehension.

They are divided into two types:

Extended-Response Essay Questions (Lengthy)

- They measure the aforementioned capacity, but they need a long time to answer, and marking them depends to a large extent on the personal opinion of the marker, and

therefore they involve a less degree of honesty and fairness.

- Framework of the model or sample answer must be specified, and a sliding scale for student performance in them should be prepared to regulate the degree of fairness.
- It is undesirable to use them in early undergraduate tests because they are not valid for large numbers of students, and they do not reflect but only a limited number of learning outcomes of the many courses offered at this stage.
- Student's complex capacity can be evaluated by the same grade he is given in the tasks and assignments with much more reliability and fairness due to the use of tiered evaluation forms.

Restricted-Response Essay Questions (Short)

- Learning outcomes to be assessed by questions and content should be specified (Specifications Table).
- Question should be worded carefully so that it requires a short and specific answer.
- Model answer should be phrased to contain the general framework and all possibilities of the correct answer.
- Problem-solving questions are used to assess higher cognitive levels (application, analysis and criticism) and are considered the best types of essay questions with specific answers, especially if the data in the problem and the required answers are categorized into stages (advanced essay questions).

(While preparing test questions, the faculty member can seek the help of check lists for different types of questions "Appendix 3").

Formal determinants of a test paper:

A: Basic data

- The university's name and logo - College - Department (if applicable).
- (.....) course test - Level:
- Specialty - Time.
- Date - Academic year.
- Writing the questions by computer (with **font** measurement at least **14** - Font type : **Arial**).
- At the end of the questions, insert the phrase " Questions End Here ".
- The test paper should be appended by phrases such as "Wishing you good luck".
- Signature of the course teacher or the test setter.

B-Arrangement of the questions:

One type questions such as True or False or Multiple-choice questions and others must be organized and assembled so that each set constitutes a consistent unit containing the same type of questions to help students focus on the required answer rather than trying to cope with the different types in each unit.

C-Instructions to be recorded in the test paper:

- It is imperative for the author of tests questions to devote the first part of the test paper to write the test instructions

in a clear manner for all students, to include the time specified for the test, the total number of questions, and whether there are optional questions, or that students must answer all the questions, the method required to answer questions, particularly the objective questions, and whether they will be written on the same question paper or in e-marking paper.

- The total score, the marks for each question and its parts should be referred to for different types of questions. (Test paper template, Appendix 4).

2-2 Practical tests:

2-2-1- These tests measure the practical and professional skills that make up the greater part of the capacity and skill building that qualify for the labour market. Hence, a variety of means that guarantee evaluation of the largest possible number of these skills must be used in these tests.

2-2-2- Practical tests are divided into two types:

A - Extended Performance Tests:

In these tests, the student performs a coherent set of skills that resemble one of the real attitudes in his work, like carrying out a full experiment and attaining the desired result, or interviewing and examining a patient and attaining a diagnosis or different possibilities, claiming that this type of testing is considered a true reflection of the practical situations to come after graduation.

B- Restricted Performance Tests:

Here, the student performs detailed steps to one or limited number of practical skills in a short time. This type of practical tests is characterized by the possibility of testing a sufficient number of outcomes relating to the required skills through the preparation of practical formative test. The exam preparation committee sets up the test draft that describes how test questions are distributed over the educational outcomes.

2-2-3- The college or institute should try to combine the two types in practical tests as much as permitted by the surrounding factors including the availability of places and potential to

perform experiments, provided that the bulk of the marks is given to the objective test, where it contributes more in assessing a representative sample of the scientific and professional skills.

2-2-4- In these tests, students are evaluated objectively using a progressive evaluation form called (rubric template) prepared by the teaching staff who sets the test, which is reviewed by the Test Committee to ensure accuracy and objectivity.

Steps for preparing the Rubric template for assessing student performance in practical skills

- Learning outcomes to be evaluated in the test are determined.
- Skill performance steps are determined in detail.
- The rubric to be used and the level of performance of each step in each grade among its grades is determined.
- The template is designed in the form of a table. The vertical dimension represents the required performance steps, while the horizontal dimension represents the level of measurement.
- On the upper right part of the form should be written test data (course, type of test, period etc....), then the student's name, seat number, and the name of the author of the test.
- The course teacher signs at the end of the template.

Procedures for Preparing the Rubric Template:

- Instructions and guidelines (the problem scenario, if any) should be written for the student and placed in a conspicuous place.
- Special instructions for proper performance should be written, as well as interpretation of the rubric for each step in each step, and answers to the model questions (if any) and delivered to exam in-charge at the beginning of the test.
- All those conducting the exam should agree on the terms of the template and what is stated in the instructions and guidelines before the test begins. (Appendix 5).

2-3- Oral Tests:

Oral tests are one of the effective means to assess student's mental capabilities represented in the capacity to think, analyze, deduce, compile ideas, and the skill to display ideas and express himself soundly before the exam committee.

But then again, student evaluation depends to a large extent on the assessment of the exam committee of his abilities, which reduces the degree of honesty and justice in these tests. Therefore, oral tests should be restricted to learning outcomes that cannot be measured by any of the previous tests, such as language skills, expression and simulation in colleges where these capabilities form major part of the graduate specifications. Besides, oral tests in their conventional image can be replaced by the portion meant for presentation and submission of assignments and projects. It is one of the test forms that are conducted through direct contact between the student and the

test committee, in which the student gives an oral presentation of his achievement in the assignment which is discussed.

2-3-1- Rules and regulations of oral test:

- The concerned academic department must prepare the question bank for oral tests through the faculty members partaking in the test. It should classify the questions in a sufficient number of cards so that each card contains a certain number of diverse questions that measure a representative sample of the learning outcomes required to be measured. Questions should vary to measure higher cognitive levels, and skills that require linguistic and expression capability.
- Test committees are determined day by day by drawing lots, and should include at least two faculty members. The academic department should also specify the students distribution system from the beginning of the test so as to ensure absolute fairness in distributing them over committees (either by lots or serial digital distribution over the Committee numbers, while committee members are determined by drawing lots as earlier mentioned).
- The student pulls one of the enclosed question cards and looks at the questions at the beginning of the test, then they are discussed with him by two committee members. Each student should be given adequate time between (10-15 minutes), for instance, to answer the questions to ensure an objective judgment on the student's level of achievement.
- Each member independently awards his own assessment marks.

- The student's grade is determined by calculating the average score of all the scores awarded by the test committee.

Score estimation cards prepared by the test committee can be used by means of the progressive measurement (rubric) so as to ensure greater objectivity in marking. It is preferable to review the marks awarded by the test committee in random samples on a daily basis by a supervisory committee set up by the College Dean to oversee the test within the academic department, so as to determine the grades that deviate significantly from the average grades awarded by the test committee, and take the necessary actions to achieve moderation in awarding marks through the concerned department council and vice dean. Appendix (6).

Third: Evaluating Tasks / Assignments and Projects:

3-1- Assignments and projects are considered as the active management for students to learn general skills, including self-learning skills, research in the various sources of information, and the use of information technology and computer skills.

It also includes learning how to work in a team, constructive cooperation, ways of effective communication, leadership, and time management. Assignments and projects allow for faculty member to monitor students closely for a period that extends over the specified time for the task or project, giving him the opportunity to accurately assess their performance in these skills, and give adequate time to evaluate learning outcomes in the field of interpersonal skills, responsibility, communication skills, information technology and psychomotor skills in some disciplines using rubric templates and accurately identify how to assess the performance without being influenced by personal opinion of the evaluator.

3-3-2- Projects and tasks are evaluated at least in three stages, at the beginning of work, during implementation of the task or project, and upon delivery, submission and discussion of the work.

The form for assessing self-learning activities using the rubric must include items covering all the skills already mentioned, and the percentage of the marks awarded to each item. (Appendix 7).

Fourth: Evaluation of Field Training:

Field training is one of the most important educational activities that help students acquire practical and professional skills, as well as the application of information in life situations. Thus, this educational activity needs the preparation of accurate and specific methods to assess the effectiveness of the achievement of intended learning outcomes. Evaluation of field training depends on the following:

A – Student's Report: It contains what was assigned to him from the beginning of the teaching; because the report can contain observations of the student, or the place where services are delivered to citizens and its comparison with the optimal situation mentioned in the references. Student report is evaluated using rubric performance evaluation form which is similar to that of the practical performance evaluation form, or the one used for projects evaluation based on learning outcomes/ the skills student is required to achieve.

B-Supervisor's Report: It is delivered in the form of a rubric (progressive evaluation form) and it includes items previously prepared by the teaching staff handling the field training preparation. They are items that focused on evaluating the practical skills required in the field training.

C- An objective practical test can also be prepared in some skills in which training is being given if the conditions of the field training venue permit so, using the assessment forms prepared for that. Field training can be used in preparing the practical part of the assignments or project required from students and thus testing in this part becomes subordinate to the assessment of the corresponding part in the assignment / project.

Fifth: Guidelines and Recommendations for the Exam Committee at the Academic Department:

1- Prior to the tests:

- ✓ Visualize tests schedules commensurate with the scientific weight of each course as specified in the adopted regulations of academic program taking into account the length of time between each course and the other.
- ✓ The committee should formulate special controls to ensure equitable distribution of students in the oral and practical tests committees.
- ✓ Make sure that tests schedules are well promulgated to departments and students in advance before the date of the exams.
- ✓ Inspect the tests venues before they begin and make sure that they conform to the general rules of an examination climate and report that to the Dean or his representative.

2- During the tests:

- ✓ Inspect all tests committees to ensure:
- Availability of a comforting exam climate and that invigilators are present in their committees and are performing the tasks required of them.
- Commitment to the time fixed for the beginning and end of the test.
- Find solutions for any emergency problems during tests.
- Fill out the test evaluation form and submit it to the College Dean or his representative.

3- After the tests:

- ✓ Oversee the process of delivering the answer sheets to the department if the course is from within the college, or to the secretariat of tests if the course is from outside the college.
- ✓ Follow-up putting secret numbers on answers (if such a system exists).

4-Review marking works and awarding of grades for objective and essay tests question papers according to the following- :

- Review the commitment of faculty members to the answer model of each question.
- Review grades awarding work for at least 10% of the answer sheets randomly selected.
- Monitor the compilation of marks of courses before being approved by the department head.
- The committee should submit a comprehensive report on each test to the College Dean or his representative. It should be discussed with him and promotive decisions taken on its regard.

5- Guidelines to ensure the safe conduct of tests:

a) The need for the course teacher, who has the test questions to distribute the question papers to the test committees on the exam day, at least half an hour before the test begins. The department head should keep a backup copy of the question papers to be distributed in the event of the absence or delay of the course teacher.

b) The need for the invigilators to be present in the venue allocated to each of them within the committees throughout the invigilation period, and the necessity of having standby invigilators in a place close to the test committee, at least half an hour before the test begins.

c) When change in any of the invigilators who was not initially included in the approved attendance and signature form is noticed, the department head has to immediately contact the test committee to verify the accuracy of the amendment.
d) Invigilators have to verify the number of students in each committee and fill the absence or deprivation form with the help of test committees, who on their own deliver the answer sheets and forms for the number of students who are supposed to enter the test or of absentee or those deprived from attending the test.
e) Invigilators have to confirm the identity of each student at the beginning of the test, making sure of his name, seat number and study level with the ID card placed on the test desk and the answer brochure. In the case of noticing students without identity, they must be reported to the concerned department to take the necessary actions.
f) To warn students in the first days of the test not to leave the committees for any reason before submitting the answer sheets. Students should be prohibited from leaving the committees before half-hour at least from the beginning of the test (Article 37 of the Rules and Regulations). Use of mobile phones should be outlawed irreversibly, and students should be made to observe full compliance with their designated places.
g) No student should be allowed to enter any test after half-hour from the beginning of the test in that committee.
h) It should not be allowed to change invigilation schedules or make a swap with colleagues unless when absolutely necessary and with the prior approval of the Dean of the College, or the Vice Dean for Educational Affairs.

i) Answer sheets should be distributed to the headquarters of the committees through the exam secretariat at the college, quarter of an hour before the test committee begins its activities.

Sixth: Rules and regulations pertaining to the announcement of results

The university colleges must have documented and well promulgated controls for the announcement of results:

1. Students should be informed of the means available to them when they need clarifications about their results and the mechanism used to gain access to such people.
2. Students should be aware of how the announcement of results is (by detailed marks – combined or accumulated-grades).
3. Backup systems should be available when announcing results online or transferring evaluation data.
4. While announcing the results on the college/ institute's website there must be a possibility to overcome the technological problems that may occur during the announcement of results, ensuring that students log into the site with ease, as well as aiming to present the results with accuracy.
5. The university must provide copies of the results at other places (such as Student Affairs and Computer Department), which students should be aware of.
6. Validate the mechanism of guaranteeing justice in the announcement of results and making them available to all students at the same time.

Seventh: Mechanism for Providing Feedback to Students

The concept of feedback is one of the modern educational concepts that emerged in the second half of the twentieth century. However, it is receiving considerable attention from educators and psychologists alike. At the early stage, this attention was focused on the field of knowing outcomes, and it intrinsically concentrated on ascertaining whether educational and behavioral objectives were achieved during the learning process, or not.

There is no doubt that feedback and knowledge about outcomes are two concepts that reflect one phenomenon. We can say that feedback is to inform the student about the outcome of his learning by providing him information on the progress of his performance on an ongoing basis; to help him maintain that performance, if he was progressing in the right direction, or modify it if it needs to be modified. This refers to the fact that the concept of feedback is connected to the overall concept of the evaluation process as one of the means used in order to ensure that the most possible achievable goals and objectives which the educational process is trying to achieve are achieved. Therefore, feedback from the student to the teacher contributes significantly to increase the effectiveness of learning, and its integration into educational attitudes and experiences. Paying attention to feedback contributes to the creation of an educational atmosphere of security, trust and respect among the students themselves, and between them and the teacher. It also helps to entrench democratic practices, and self-esteem in them, and develops positive feelings toward their educational capability and experience.

Terms of Feedback:

In order for feedback to achieve the desired objectives in the improvement and development operations meant to be brought about in the educational process, the following terms must be fulfilled:

- Feedback must be characterized by stability and continuity.
- Feedback must occur in the light of specific objectives that are related to the intended learning outcomes on the one hand, and standards of the quality of evaluation on the other hand so that students will be able to identify issues in their performance that need to be modified.
- The feedback process must be characterized by comprehensiveness, to include all elements of the educational process (faculty member, the learning environment, and all students with their various achievement, mental and age levels).
- Necessary tools should be used in the feedback process accurately.
- The university should earmark specific and announced times for faculty members and students to provide students feedback.
- The nature and form of feedback should be predetermined (e.g. Is it to provide model answers - Is it just to clarify errors - Is it a re-explanation of the parts abounded by errors…).
- The faculty member should make proposals for the improvement of defaulting students based on the feedback and how to invest decisions of outstanding students based on feedback.

- In the case of colleges with large numbers of students, there must be suitable methods for providing feedback to achieve the greatest benefit (it should be by dividing students into groups and displaying the model answer and the most common errors).

Eighth: Determinants of Preparing Question Banks

Objectives of the Question Bank:

- ✓ To get rid of the traditional system of preparing test questions.
- ✓ Diversification of test questions and the multiplicity of its patterns.
- ✓ Setting standards to control questions.
- ✓ Control the process of measuring individual differences among students.
- ✓ Determine the degree of difficulty of the question.
- ✓ Give opportunity for innovation and development that support the academic aspect**.**
- ✓ Create a critical positive thought that contributes to developing the learner's personality.

Benefits of Question Bank:

1- It eases the burden on the faculty member, due to the recurrence of the process of preparing tests questions for each subject in each academic level.
2- It helps to take advantage of the time used by a faculty member in the preparation of tests, and to work on exploiting it to serve other academic aspects.
3- It facilitates the use, drafting and phrasing of test questions and answers.
4- Guarantees non-recurrence of questions.
5- Guarantees unity of the answer with consistency and credibility.
6- Trains the teacher and the learner to experience technical developments.

Guidelines for Authors of Questions Bank:

First: Form-wise, the following should be considered in the questions:

- ✓ Questions should have several patterns to accommodate as much as possible of the seven patterns of questions, namely:

1- Multiple choice question with one answer.
2- Multiple choice question with multiple answers.
3- Free question (essay).
4- Ordinal question.
5- True / False question.
6- Fill-In-The-Blank Question.
7- Matching two columns question.

- ✓ Writing the name of the course for which questions are to be prepared for the questions bank, writing the chapter number and title, as well as determining the type of question that has been selected from the types mentioned above.
- ✓ Subdivisions of one question should not exceed ten.
- ✓ Questions from each chapter of the course should be independent of the rest of other chapters.
- ✓ The degree of difficulty: easy, average, difficult, very difficult, should be placed next to each question.

Second: Content-wise, the following should be considered:

- ✓ Questions should vary in the sense that they contain questions on higher-order thinking skills, recollection and comprehension, essay questions, and questions on application, analysis, synthesis and evaluation.

- ✓ Questions should cover all topics of the course as well as all the elements of each lesson.
- ✓ The question should not include answer to another question in the same model.
- ✓ Questions should measure individual differences among students' levels.
- ✓ Questions should measure the apparent and unapparent implications in the texts of essay questions.
- ✓ Questions should be phrased and drafted in a meaningful way to increase knowledge and identify shortcomings.
- ✓ Questions should be drafted and phrased in fluent Arabic language, free from linguistic, spelling and grammatical errors.
- ✓ Questions should be drafted and phrased in sentences not too long and dull nor too short and defective.
- ✓ Questions should be drafted and phrased according to the pre-endorsed educational objectives of the program.

Third: In terms of measurement and evaluation, the following should be taken into account:

- The process of setting the time it takes to answer the questions should be monitored and controlled accurately.
- A very difficult question should measure the hidden contents in the text, which require induction and analytical conclusion taking into account time factor and expressing opinion.
- A difficult question should measure the hidden contents in the text, which require induction and analytical conclusion taking into account the time factor.

- An average question should measure the apparent contents in the text through analysis not accompanied by induction.
- An easy question should measure the apparent contents in the text through a simple text analysis, which does not call for a conclusion or induction, and it should desist from asking students to express their personal opinions about the texts they read.

Ninth: Grievances and Complaints Mechanism

Refer to the "***Student Rights and Grievance Procedures***" approved by the University Senate on 22 Rajab, 1436 AH.

Chapter 3

Appendixes

1. Matrix for program learning outcomes evaluation through the curriculum.
2. Matrix for course learning outcomes evaluation methods and their grades.
3. Checklists for the quality of the stages of test preparation.
4. Test paper model.
5. Sample of student evaluation form in a scientific test.
6. Sample of the oral test score estimation card.
7. Sample of the students self-learning activities evaluation form (assignments and projects).

Appendix 1

Matrix for program learning outcomes evaluation through the curriculum

Courses / Program learning outcomes	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	. . .
Outcome 1	Written test		Written test			Written test		
Outcome 2	Oral test	Oral test		Oral test			Oral test	
Outcome 3		Practical test	Practical test		Practical test		Practical test	
Outcome 4	Research assignment							
Outcome 5				Research assignment		Performance test		
Outcome 6							Research assignment	
Outcome 7	Performance test		Performance test		Performance test			
Outcome 8					Research assignment			

Appendix 2

Matrix for course learning outcomes evaluation methods and their grades

Program title:	Course name and code:
Course teacher:	

Intended learning outcomes	Evaluation methods and their grades					Total grades of the field of learning outcomes
	Written test (1)	Written test (2)	Oral test	Classroom participation	Final test	
Evaluation date "week number"	Sixth week	Tenth week	Thirteenth week	Throughout the level	Fifteenth week	
a- Total of knowledge outcomes	**9**	**9**	**2**	**15**	**15**	**50**
Knowledge of concepts	5	5	1	5	5	
Knowledge of theories and principles	2	2	1	5	5	
Knowledge of procedures	2	2	0	5	5	
b- Total of knowledge and cognitive skills outcomes	**9**	**9**	**2**	**0**	**20**	**40**
Application of principles and theories	5	5	1	0	5	

Analysis – Critical thinking	2	2	1	0	4	
Creativity-problem solving	2	2	0	0	11	
c- Total outcomes of skills of responsibility and relationship with others	**0**	**0**	**0**	**0**	**0**	**0**
Responsibility for learning	0	0	0	0	0	
Collective participation and leadership	0	0	0	0	0	
Responding responsibly in personal and professional situations	0	0	0	0	0	
Ethical standards of conduct			0	0	0	
d- Total outcomes of communication, information technology and numerical skills.	**2**	**2**	**1**	**0**	**0**	**5**
Oral and written communication	1	1	0	0	0	
Use of Information Technology	1	1	1	0	0	
Mathematics and Basic Statistics	0	0	0	0	0	

e- Total of Psychomotor skills	**0**	**0**	**0**	**5**	**0**	**5**
Uses instruments and tools properly	0	0	0	2	0	
Measures the change occurring between the experiment variables	0	0	0	1	0	
Installs and connects tools properly	0	0	0	2	0	
Total course grades	**20**	**20**	**5**	**20**	**35**	**100**

Appendix 3

Checklists for the quality of the stages of test preparation

1- Checklist for the quality of the processes of achievement test preparation

S/N	Verification items	Yes	No	Remarks
1-	The objective of the test is identified			
2-	The skills and knowledge to be measured are precisely defined			
3-	Learning outcomes are clearly specified and measurable			
4-	The written test specifications table is used			
5-	The type of test is clear and appropriate for its intended objective			
6-	Testing time is specified			
7-	Levels of test questions vary			
8-	Answering instructions are clearly written			
9-	Scores are distributed over the questions			

2- Checklist for the quality of multiple choice questions

S/N	Verification items	Yes	No	Remarks
1-	The question type is suitable for measuring the educational objective			
2-	Questions content measures a variety of knowledge levels			
3-	Wording of the question is linguistically sound			
4-	Wording of the question is simple and clear			
5-	The introduction includes the necessary explanation required by the answer			
6-	Negation tags have been used and highlighted at the introduction			
7-	A question has one correct answer or best answer			
8-	Reference has been given in the question, which requires the best answer			
9-	Number of alternatives is suitable for the educational level			
10-	Distractors are all attractive and represent possible answers			
11-	Formulation of distractors depends on error in			

	understanding or lack of information			
12-	Alternatives are all homogeneous			
13-	Alternative sentences are roughly equal in length			
14-	Special alternatives (none of the above, all of the above) have been necessarily avoided			
15-	Alternatives are logically arranged			
16-	The correct answer is randomly arranged in the questions			
17-	Questions are free from any clues to the correct answer			

3- Checklist for the quality of Right and Wrong questions

S/N	Verification items	Yes	No	Remarks
1-	The question type is suitable for the learning outcome to be measured			
2-	Complex questions have been avoided			
3-	Wording of questions is free from linguistic errors			
4-	Each question involves one major idea			
5-	Phrases copied verbatim from the textbook have been avoided			
6-	Statements are specific and clear			
7-	Correct and wrong phrases are almost equal in number			
8-	Vague words (sometimes, rarely, often….) have been avoided			
9-	Question phrases are almost equal in length			
10-	Each question has one correct answer			
11-	Words requiring correction have been identified (if the question demands that)			
12-	Right and wrong phrases are arranged randomly.			

4- Checklist for the quality of matching type / pairing questions

S/N	Verification items	Yes	No	Remarks
1.	The question type is suitable for the learning outcome to be measured			
2.	The whole question is written in one page and has not been split			
3.	Answering instructions are specific and clearly written			
4.	An appropriate title is given to each of the two lists			
5.	The content of each list is homogeneous			
6.	Number of items in the answers list is greater than the number of items in the basic list			
7.	The presence of any words indicating the correct answers has been avoided			
8.	Wording of the question is linguistically sound			
9.	All items in both lists are logically arranged			

5- Checklist for the quality of text completion questions

S/N	Verification items	Yes	No	Remarks
1.	The question type is suitable for the learning outcome to be measured			
2.	Complex questions have been avoided			
3.	Wording of the question is linguistically sound			
4.	Wording of the question is clear and brief			
5.	A question addresses one main idea			
6.	The are no phrases copied verbatim from the textbook			
7.	Completion attracts more than one answer			
8.	One of the questions contains more than two spaces			
9.	Spaces come at the end of the question			
10.	Abandoned spaces are of equal length			

Appendix 4

Test Paper Model

Kingdom of Saudi Arabia
Ministry of Education
Islamic University of Madinah
College of: ……..
Department of:……..

Course: ……..**Level**:……

Division:……..**Semester**:……

Academic year:……..**Date**:……**Time**:……

Answer the following questions:

Question One	……	Marks
Question Two	……	Marks
Question Three	……	Marks
Question Four	……	Marks
Question Five	……	Marks

The End

Wishing you the best

Course teacher

Appendix 5

Sample of Student Evaluation Form in a Scientific Test

For the course:……College of Science

Experiment: Detection of reducing substances in instruments. .

Test: ……Course:……

Level:……Date:……

Student Evaluation Form in a Scientific Test

Performance level / Steps	Complete	Average	Wrong/ Unimplemented
1- Preparation of the required tools	1	1/2	zero
2- Filled the beaker with water to the middle	1	1/2	zero
3- Prepared the water bath and placed it on the Bunsen burner and began heating	1	-	zero
4- Put 20 ml of screened liquid in the test tube	1	1/2	zero
5- Added 10 ml of Benedict solution to the liquid inside the test tube	1	1/2	zero
6- Put the tube in a water bath until it is gradually heated	1/2	-	zero
7- Adjusted the flame of the burner so that the water boils inside the water bath and does not pour out of the beaker	1/2	-	zero
8- Turned off the burner and laid the test tube carefully by means of the pipes holder	1	1/2	zero
9- Noted the change of color and recorded the change in the observation sheet	1/2	zero	zero
10- Poured the tube content in the given sink and cast the tube in the specified box.	1/2	zero	zero
Total scores	8		

Student's Name: **Enrolment No.:**

Test Supervisor:

Appendix 6

Sample of Oral Test Score Estimation Card (Maximum Marks: 20)

Standard	Excellent (17- 20)	Competent (12-16)	Capable of development (9-12)	Incompetent (below 9)
Understanding and comprehension (Achievement)	Shows deep understanding of the subject	Shows limited understanding	Shows superficial understanding	Does not understand any part of the offered portions of the subject
Coherence and arrangement of ideas	Logical flow of ideas	Ideas are partially not arranged	Ideas are often not arranged	Ideas are absolutely not arranged
Ability to analyze and discuss	Able to discuss and provide evidence to prove the genuineness of his vision	Able to discuss, but from specific points	Discusses in an ambiguous manner	Does not have ability to discuss absolutely

Note: The course teacher should use this card as a measurement tool to assess student's performance in the oral test.

Appendix 7

Sample of Student Self-Learning Activities Evaluation Form (Assignments and Projects)

Student's Name:		**Enrolment No.:**		
Course:		**Level:**		
Title of Activity:		**Date Activity Began:**		
Evaluation Date:				
	Excellent	**Very Good**	**Good**	**Fair**
Cooperation with the group	All members of the group participated in the preparation and the roles were divided equally	All members of the group participated in the preparation but roles of some members were marginal	Some members of the group did not participate in the work **Or** one person bore most of the burden with marginal participation of the rest	Only one person did most of the work
Communication with the group	Student responds to other students, answers their questions and summarizes information from time to time	Student responds to interventions and questions of other students but sometimes he does not interact with colleagues	Student's response to questions of other students demonstrates lack of attention, though he answers them	Student's response to questions of other students is inadequate and inaccurate
Presentation and output	Presentation is orderly, clear and logically spick	Presentation generally is orderly and clear, but	The listener can follow up the presentation but with	Organization is random and irrational, and it is

	and span making it easier for the listener to follow	some points have caused complication of concepts	intense concentration, though some of the points and concepts lack clarity	difficult to follow the sequence of ideas
Referral to reference authorities	Information is properly referred to its sources	There are some errors in the referral to sources	There are many errors in the referral to sources	Sources of information are not mentioned or are completely inaccurate
Verbal interaction	The sound is clear and the rhythm is appropriate and interactive with the audience	The sound is clear and the rhythm is appropriate and interactive with the audience in most cases	The sound is clear and the rhythm is appropriate and interactive with the audience some times	The sound is unclear and the rhythm is either fast or too slow and there is no interaction with the audience
Research assignments	Ideas are systematic and support the overall purpose. Interpretations are logical, conclusions are clear, and it is easy to follow information seamlessly	Ideas are systematic and support the overall purpose. Ideas are linked to one another, and interpretations are clear	Ideas are systematic and support the overall purpose. Ideas are linked to one another, and interpretations are clear, but there is failure to identify alternatives for the problem	interpretations are not clear, solutions are illogical to resolve the problem, and ideas are sometimes not associated with the problem

Supervisor's Name: **Signature:**

Evaluator's Name: **Signature:**

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