**Exam Evaluation Report**

| **Instructions for filling out an exam evaluation report*** The evaluation process takes place at the beginning of the semester.
* The evaluation committee is composed of: (the department head, the quality representatives committee in the college, and the course instructor. The department head can add any related person.
* The courses to be evaluated are chosen randomly from each department so that a paper is not repeated for the same teacher.
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**Exam information to be assessed:**

| Course Name and Code: | Instructor Name: |
| --- | --- |
| College:  | Department: |
| Exam Questions Number: | Exam Duration: |
| Semester & Academic Year: |

**Part one: Form and wording**

1. Exam cover page letterhead: (✔ / ×)

| University logo |  (✔ / ×) |
| --- | --- |
| University Name |  (✔ / ×) |
| College Name |  (✔ / ×) |
| Exam (first / second / final) |  (✔ / ×) |
| Exam mark percentage |  (✔ / ×) |
| Student Name |  (✔ / ×) |
| Student University ID |  (✔ / ×) |
| Student Section |  (✔ / ×) |
| Course Name and Code |  (✔ / ×) |
| Exam Duration |  (✔ / ×) |
| Semester & Academic Year |  (✔ / ×) |
| Instructor/s Name |  (✔ / ×) |
| Exam Questions Number |  (✔ / ×) |
| Exam Date |  (✔ / ×) |
| Exam Day |  (✔ / ×) |
| Student mark for each question |  (✔ / ×) |
| Student's final mark |  (✔ / ×) |
| Exam instructions/notes |  (✔ / ×) |
| Other information (specify) |  (✔ / ×) |

1. **Exam paper arrangement: (✔/ ×)**

| Printed exam paper |  | The end of the exam is clear and specific |  |
| --- | --- | --- | --- |
| Marks are specific to each main question |  | There is page numbering |  |
| Marks are specified for each sub-question |  |

**Part Two: assessment measures (✔/×)**

| # | assessment measures | (✔/ ×) | Percentage |
| --- | --- | --- | --- |
| 1 | True or False T/F |  |  |
| 2 | Multiple Choice MC |  |  |
| 3 | Matching questions |  |  |
| 4 | fill the blank |  |  |
| 5 | Short answers (list, mention,..) |  |  |
| 6 | Analytical questions (discuss, analyze, ..) |  |  |
| 7 | Performance Questions (Design, Ride,..) |  |  |

**Part Three: Educational Goals (**[**Bloom's Taxonomy**](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly%20known%20as%20Bloom's%20Taxonomy,Analysis%2C%20Synthesis%2C%20and%20Evaluation.)**)**

1. **Coverage of questions for Educational Goals:**

| Educational level | course questions Percentage  |
| --- | --- |
| Remembering |  |
| Understanding |  |
| Applying |  |
| Analyzing |  |
| Evaluating |  |
| Creating |  |

**2. Test Standards**

| Criteria | High-quality level | Medium quality level | Low-quality level | Notes |
| --- | --- | --- | --- | --- |
| Comprehensive  |  |  |  |  |
| Questions measure the intended learning outcomes |  |  |  |  |
| Questions require specific answers that can be measured |  |  |  |  |
| The assessment tool takes into account individual differences and distinguishes between different levels of students (high, medium, and low). |  |  |  |  |

| Student number:  | Student avg :  | success rate:  |
| --- | --- | --- |

**General impression about the exam paper:**

| Very Good | Good | Need development |
| --- | --- | --- |

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| Very Good | Good | Need development |
| --- | --- | --- |

**Committee recommendations:**

1. ...............................................................................................................................................
2. ……………….......................................................................................................................
3. ................................................................................................................................................
4. ................................................................................................................................................

**Evaluation committee names:**

**Signatures:**

**Date:**