**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:**