



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.

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: (✓ / x)

University logo	(✓ / x)
University Name	(✓ / x)
College Name	(✓ / x)



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



2. Exam paper arrangement: (✓/ x)

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 (✓/x)

#	assessment measures	(✓/ x)	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)

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: <input type="text"/>	Student avg: <input type="text"/>	success rate: <input type="text"/>
--------------------------------------	-----------------------------------	------------------------------------

General impression about the exam paper:

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

General impression about the exam paper:

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

Committee recommendations:

1.
2.
3.
4.

Evaluation committee names:

Signatures:

Date: