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## Description of Unit:

The Unit belongs to Vice Dean for Academic Affairs and responsible for organizing, documenting and improving examination works in the college.

## Vision:

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

## Mission:

The unit aims to evaluate the tests, conduct studies related to tests quality, provide complete solutions to measure knowledge, skills, ability and assess them in a scientific way in order to achieve improvement requirements in education process.

## Objectives of the Unit:

- Organizing and documenting all examination works.
- Improvement of assessment tools in order to increase the efficiency of learning outcomes.
- Check the formal and technical quality of the examinations.
- Measuring the learning outcomes in skills and basic capabilities through evaluation methods according to program specification.

## Board of the Unit

Dean of the Faculty issued an administrative decision to form a committee underlined as the Unit of Measurement and assessment for examinations included the following:

Dr. Mohamed Saleh Al-abboodi	Dean of college	President
Dr. Gomaa Abdelrahim Abdelali	Dep. of Medical laboratory	Executive Director
Dr. Ibrahim Sahaarany Heji	Dept. Of Physics	Member
Dr. Ibrahim Omar Husain	Dept. Of Mathematics	Member
Mr. Issa samadi	Dept. Of Computer science	Member
Mr. SohaibAldwaish	Manger of students affair	Member
Mr. Abdelaziz Soud	Employee	Coordinator
Three students representing	Mathematics, Physics and	Computer science
departments.		

# Duties of the Unit

## I- First: Before the examinations

- Preparing and organizing all examination works as tables, observations and guides.
- Ensuring that all procedures and preparations of the examination achieve the quality requirements.

## II- Second: During the test

- Monitoring the progress of examination works.
- Monitoring rules and organization of correction, grade review and students complains.
- Documentations of all examination processes.
- Continuous providing of support and experience to the control official.
- Obtaining examinations quality feedback from the students.

## III- Third: After Examinations

- Determining the efficacy of the studied learning programs through feedback.
- Establishing program internal audit to ensure measurements of the objective learning outcomes.
- Providing the necessary technical support to facilitate the internal audit team duties in different programs.
- Determining the strength and weak points of the learning programs through assessment methods.

- Display and discuss the assessment results on the all program officials in the college to determine the improvement priorities and improve the learning outcome assessment methods.
- Writing daily report regarding the general monitoring activities and send it to Vice dean of Academic affair and the Dean.
- Sending periodical reports to vice rectorate for Academic Affairs, Measurement & Assessments Administration

### Duties of examination workflow team

- Preparing signboards for all committees (Committee number, student number, section).
- Preparing an initial recommended examination tables for the students from the beginning of the semester so the students can give suggestion or recommendation.
- Display the final time-tables for tests enough time earlier in prominent place.
- Post all exams instruction in prominent places for all students, faculty members and invigilators, including sanctions regulations.
- Holding an orientation-meeting to all faculty members for discussing examinations instructions and regulations.
- Holding an orientation-meeting to all students to get ready for tests and instructions.

- Preparing halls for the examinations for handicapped students.
- Assigning a specialized employer to guide students about the tests and respond to inquiries.
- Prepare attendant sheets for invigilators to assure their attendance.
- Prepare a sheet with the student names who attended the exams and make sure for presence of student attendance signature.
- Support well-equipped halls in accordance with 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 daily reports 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 to exam date.
- Preparing an invigilators' sheet that ensures the availability of at least one academic member per 15 students to each exam committee.
- Inform all faculty members with the committee head duties and the examination rules by e-mail.
- Prepare a report on the performance of each exam and send a copy to the Vice-dean for Academic Affairs.

- Preparing the answering sheet modules which should be signed by the courses' instructors after completing the exams immediately.
- 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.
- Manger of the unit introduces 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 the Vice-dean for Academic Affairs.
- Manger of the unit introduces a final report at the end of each semester. It includes proposals and recommendations that can be utilized in the future.
- All examination works should be documented.
- Coordinate with audit and internal committees in every department of the faculty.
- Coordination with the quality assurance unit in the faculty.
- Continuous presence in the committee office to solve any problems and answer any inquiry.
- Check for the attendance of all invigilators at least 15 minutes before the examination time.

## Governing Rules for the Examination Workflow

### I- Duties of the invigilators and observers:

#### • Before the examination

They should be acquainted with the following:

- Number and code of the course that he observed, course instructor, date and time of the exam, and the examination room number.
- Attendance 15 minutes at least before the beginning of the exam to receive questions envelope including the questions, answer papers and a list of the students name.
- Make sure that student carry university I D or personal I D and restrain any student that does not have any I D from entering the exam hall and write the necessary report for that case.
- Prevent any student who did not wear official uniform prescribed by the college from entering the exam room.
- Give an announcement of the exam instructions during the first 5 minutes from the beginning of the exam about (time of the exam- avoid using calculator- not to talk- not to look around -write essential data- not write on tables- no notes or booklets related to the tested course- put cellular phone outside the exam hall or the determined place in a close state).
- Make sure that board and tables free from any notes or written topics.



## I- During the test.

- Calculators that can be programmed are prohibited unless requested by the course instructor.
- Calculator exchange between the students is prohibited under any circumstances.
- Prevent deprived student from attending the exam.
- Inform the students to use dry pen (black or blue) and not using pencil or other pens that can be erased unless in case of drawing.
- Ask the student to sign twice, one at the beginning of the exam and the second one when the student deliver the answer sheet and confirm the name of the student on the answer sheet accordance with attendance name and I D.
- Do not allow the students to leave the exam room before 30 minutes from the beginning of the exam for any reason.
- Do not allow the students to enter the exam room after 30 minutes from the beginning of the exam for any reason.
- Call for the examination committee member for any case of cheating trial with the necessity of keeping quiet environment inside the exam hall.
- Consider starting and ending the exam in the exact determined time.
- Notify the invigilators and observers to stop talking with each other and with students during the test.
- Remind the students with the end of the test on time.

- Invigilators are not allowed to leave the exam halls unless after the end of the test determined time.
- Invigilators are not allowed going out from the exam room except in extreme case with the permission of control committee providing that the substitute is available.
- Call for the course instructor in case the questions are not clear or presence of students inquiry.
- Students are not allowed to come back to the exam room unless with presence of any observer or presence of acceptable excuse from committee head.

## **II- After the examination**

- Invigilators should submit the answer sheet to the exam committee immediately after the end of the exam.
- Invigilators should sign the receipt and delivery answer sheets module to release his responsibility.

## Duties and Rules Guide for Staff members.

### I- When write test questions:

- Every staff member should consider about the characteristics of a good test as follow:
- The question sheet should be characterized by the specific characteristics determined by University measurements and assessment administration.
- Questions should be varied to cover all learning outcomes (Knowledge, cognitive, and interpersonal skills.....etc).
- Questions should be in accordance with what was studied and with the expected learning outcome.

### II- Before the exam.

- Submit backup copy of the test to the exam committee in the college three days at least from exam date, and do not use this copy except in emergency cases.
- Staff member who lives in the city where the exam is taken should submit the test to the exam committee in the college half hour at least before start of the exam.
- Staff member who lives outside the city where the exam is taken should submit the test to the exam committee in the college one day at least before start of the exam.

### III- During the test.

- Staff member should be available during the exam application.
- Staff member should present in the exam room during the first 30 minutes.

### VI- After the exam.

- The Answer sheet module with the distributed marks should be available before starting correction.
- Receipt the answer paper from the exam committee immediately after the end of the exam.
- Correct the answer papers according to answer module and distributed mark.
- Use of red pen for correction and green pen for revision.
- Record the distributed marks in circle and the total mark as numerator and dominator in square.
- Ensure that every question was corrected and got its mark.
- Write down sentences of revised and not accept addition or revised and accepted addition in all finally revised answer sheets.
- Confirm that the students mark in the answer papers is in accordance with that obtained from computer.
- Arrange all answer papers after correction and revision and submit them to the control committee.

- Revise the answer papers according to the revision rules determined by college programs.
- Record final marks through electronic gate and should consider:
- Make sure from state of student (regular- withdraw- deprived- absent) during recording in the gate and before fixation.
- If the regular student is absent in the final test, semester grads will be marked and write (zero) in the final test.
- Final results should be submitted after confirmation of its accuracy and after signature to the examination committee within two days from the examination date except the exam with large student numbers.

## Duties and Rules Guide for Students

- Each student should know the number, code, section number, and instructor name of the course in which he will perform the exam.
- Students have to review the announcement board to know the location, day, date and time of the exam.
- Mobile phones should be switched off and placed on the ground.

- Any students not wearing official uniform are prohibited from entering the exam room.
- Students are not allowed to stay in the corridor between the exam room before, during or after the exam.
- Neither the use of digital calculator that can be programmed nor its exchange between the students is allowed.
- Use only dry pen (black or blue) and not using pencil or other pens that can be erased unless in case of drawing.
- Students are not allowed to enter the exam room without their ID card.
- Students should be directed to the exam room 10 minutes before the exam.
- It is not allowed for the students to leave the exam room before 30 minutes from the beginning of the exam.
- It is not allowed for the students to enter the exam room after 30 minutes from the beginning of the exam for any reason.

## The characteristics and indications of a good test

A good test should possess the following qualities:

**1-Validity:** A valid test measures what it ought to be testing. For example, a test is designed to measure control of grammar becomes invalid if it contains difficult vocabulary.

**2-Reliability:** A test should provide consistency in measuring the items being evaluated. In other words, if the same test is given twice to the same pupils, it should produce almost the same results.

**3-Practicality:** A practical test is easy to administer and to score without wasting too much time or effort.

**4-Comprehension:** A good test should be comprehensive, covering all the items which have been studied. This enables teachers to know accurately the extent of the pupils' knowledge.

**5-Relevance:** The items of an effective test should measure reasonably well the desired objectives or achievement.

**6-Balance:** A practical test evaluates both linguistic and communicative competence. That is, the items of the test must reflect the pupils' real command of the language with regard to appropriateness and accuracy.

**7-Economy:** An efficient test makes best use of the teacher's limited time for preparing and grading, and of the pupil's assigned time for answering all the items. Thus oral exams with classes of thirty or more pupils are not economical since they require too much time and effort.

**8-Authenticity:** The language of a test should reflect everyday discourse.

**9-Difficulty:** The test questions should be appropriate in difficulty, neither too hard nor too easy. Moreover, the questions should be progressive in difficulty in order to reduce stress and tension.

**10-Clarity:** It is essential that all questions and instructions should be clear so as to enable pupils to know exactly what the examiner wants them to do.

**11-Objectivity:** The questions and answers should be clear and definite so that the marker would give the score a pupil deserves.

**12-Time:** A good test is one that is appropriate in length for the allotted time.

## Steps in Test Construction

1. Identify instructional objectives and learning outcomes.
2. Outline the subject matter and topics to be covered.
3. Prepare a table of specifications.
4. Select appropriate type of tests.



5. Construct test items.
6. Order the length of the test items.
7. Prepare the answer sheet and scoring key.
8. Edit the test items.

### Considerations in Test Writing

1. Define your instructional objectives carefully.
2. Tailor the questions to fit the examinee's age and ability level as well as the purpose of the test.
3. Write your test item as clearly as possible.
4. Avoid using lifting statement from the text and using interrelated items.
5. Prepare a scoring key or guide.
6. Prepare more items than actually needed.
7. Prepare the items well in advance to permit reviews and editing.
8. Be careful when rewording a faulty item.
9. Do not give the answer away.
10. Include a variety of test item formats.
11. Test items should be ranged in order of difficulty.
12. Directions should be as clear, complete and concise as possible.

## The Supply/Completion Type of Test

The supply or completion test is a free response type of test in which the students must supply the missing information. This is a type of test that is easy to construct. It is useful in situations in which the students must write a computational equation, define terms, list part names and functions.

### **Advantages:**

- It provides a wide sampling of content
- It efficiently measures lower levels of cognitive ability.
- It requires more than simple recognition of information that eliminates the possibility of guessing as compared to true or false or multiple choice items.

### **Disadvantages:**

- It may lead to laborious checking.
- It is difficult to score and must be accompanied by grading criteria.
- It can often include more irrelevant clues than the other items type.

## **Guidelines in Constructing Supply/Completion Items**

**Rule 1:** Word the test item clearly and comprehensively enough to allow a student to answer correctly.

**Rule 2:** Use a direct question to test for comprehension of technical terms or knowledge of definitions.

**Rule 3:** Avoid using statements directly taken from the curriculum.

**Rule 4:** Make sure that there is only one correct answer.

**Rule 5:** Be sure that the missing segment of the incomplete item is important.

**Rule 6:** Avoid giving grammatical cues to the correct answer.

**Rule 7:** Develop grading criteria that lists all acceptable answers to the test item.

**Rule 8:** Do not omit too many words or the statement become unclear and will force the students to guess the answer.

**Rule 9:** Provide sufficient space on the answer sheet.

### The Matching Type of Test

Matching type of test measures the ability to identify the relationship between a set of similar items, each of which has two components, such as words and their definitions, symbols and their meanings, dates and events, causes and effects, people and their accomplishments, problems and solutions, etc.

#### **Advantages:**

- Provide objective measurement of student knowledge.
- Allow the comparison of related ideas, concepts or theories.

#### **Disadvantages:**

- May overestimate learning due to the influence of guessing.
- May limit assessment to lower levels of understanding.

## Rules for Constructing Matching Type

**Rule 1:** Check your objectives to make sure this type of question is appropriate.

**Rule 2:** Give clear directions or instructions.

**Rule 3:** Use numbers to identify items in column A, capital letters to identify response in column B or vice versa.

**Rule 4:** Include more responses than premises or allow responses to be used more than once or vice versa.

**Rule 5:** Arrange items in column B in logical order or vice versa.

**Rule 6:** Put the items with more words in column A.

**Rule 7:** Keep the two sets of items homogeneous.

**Rule 8:** Avoid using pattern in the correct answers.

## The True or False Type of Test

One in which a correct response must be chosen from two alternatives. True or False is essentially a two-choice item which one is the correct answer.

**There are three forms of true and false.**

1. Simple – two choices only
2. Complex – more than two choices
3. Compound – two choices plus conditional completion response.

### **Advantages:**

- It gives highly reliable scores.

- It answers many questions in a short time.
- It is relatively easy to construct.
- It provides accurate scoring.
- It provides an objective measurement of student ability.

### Rules for Constructing True or False Test Items

**Rule 1:** Base true–false items upon statements that are absolutely true or false, without qualifications or expectations.

**Rule 2:** Express the item statement as simply and as clearly as possible.

**Rule 3:** Express a single idea in each test item.

**Rule 4:** Include enough background information and qualifications.

**Rule 5:** Avoid lifting statements from the text, lecture or other materials.

**Rule 6:** Avoid double negatives.

**Rule 7:** Avoid the use of unfamiliar vocabulary.

**Rule 8:** Avoid the use of specific determinants.

### The Multiple Choice Type of Test

A multiple choice test is a type of assessment in which respondents are asked to choose the best answer from the list of choices. A standard multiple–choice test item is consists of two basic parts:

1. **A problem (stem)** – The part of the item which states the problem. This may be a question, a direction or incomplete statements.
2. **A list of suggested solutions (alternatives)** – These are the choices or options from which the examinee is expected to select the correct answer.

### **Advantages:**

- versatility
- reliability – *guessing is reduced*
- validity
- efficiency

### **Disadvantages:**

- difficulty of construction
- quality and quantity of distractors
- time-consuming to construct

### Forms of Multiple Choices

1. **Question Form** – the stem is stated in the form of a question.
2. **Incomplete statement Form** – student identifies the remaining part of an incomplete statement.
3. **Right Answer Form** – student identifies only one correct answer.

**4. Best Answer Form** – student selects the best answer from a series of possible answers.

### Rules for Constructing Multiple Choice Items

**Rule 1:** Stem should present a single, clearly formulated problem.

**Rule 2:** Items should be stated simply and understandably.

**Rule 3:** Avoid the use of "all of the above or none of the above".

**Rule 4:** Distractors should be reasonable and valid.

**Rule 5:** Avoid double negatives.

**Rule 6:** Response alternatives should not overlap.

**Rule 7:** Alternatives should be presented in logical order.

**Rule 8:** Keep the alternatives free from clues as to which response is correct.

**Rule 9:** Randomly place the position of the correct answer.

### The Essay Type of Test

An essay type of test is a piece of writing in which we get the point of view of the students in certain question. An essay question is a test that:

- allows original responses and and response patterns.
- requires examinees to compose rather than select their response.
- elicits student response that must consist of more than one sentence.

### **Advantages:**

- It provides authentic experience.
- It assesses higher-order or critical thinking skills.
- It evaluates student thinking and reasoning.

### **When should essay questions be used?**

1. It is appropriate to use essay questions for the following purposes:

- To assess students' understanding of subject matter content.
- To assess students' abilities to reason with their knowledge of a subject.

2. Use essay questions for intended learning outcomes that require complex thinking.

Use essay questions for the following situations:

- When student reasoning needs to be evaluated.
- When your skill in writing objective items is poor, but your resources and time for grading are high.

### **Rules in Constructing Essay Type of Tests**

**Rule 1:** Clearly define the intended learning outcome to be assessed by the item.

**Rule 2:** Avoid using essay questions for intended learning outcomes that are better assessed with other kinds of assessment.

**Rule 3:** Clearly define and situate the task within a problem.



**Rule 4:** Present a reasonable task to students.

**Rule 5:** The task can be written as a statement or question.

**Rule 6:** State the criteria for grading.

**Rule 7:** Use relatively short essay questions rather than long question.

**Rule 8:** Avoid using optional questions. The use of optional questions makes it difficult to evaluate if all students are equally knowledgeable about topics covered in the test.

**Rule 9:** Improve the essay question through preview and review.

## FINAL EXAMINATION PROCEDURES

### The Rules of Implementation for Majmaah University

#### **Article 9:**

1. A regular student is required to attend lectures and laboratory sessions. If his/her attendance is less than the limit (75 % of the lectures and laboratory sessions assigned for each course), the student will be deprived from continuing the course and will be denied entrance to the respective final examination. A student who is denied entrance to the examination due to absences is considered to have failed that course and is given semester work grade and the grade **DN** in the course.
2. College council must approve lists of deprived students
3. Excuses are not valid when students miss 50% or more of class time as will be explained in article 10.
4. lists of deprived students are to be announced before final examinations

#### **Article 10:**

The College Council or whatever body it delegates its authority to, may exempt a denied student from the provisions of attendance and allow him/her to take the examination, provided that the student presents an acceptable excuse to the council.

The University Council determines the percentage of attendance, which must not be less than 50 percent of the lectures and laboratory sessions specified for the course.

1. College which offers the course or its behalf may allow deprived students to enter the final examination if they submit a valid excuse provided that the missed classes are not 50% or more of class time.
2. Students whose excuses are valid take the final examinations with their peer students. College council has the right to make exceptions to this.

**Article 11:**

A student who is absent for a final examination, will be given a zero grade for that examination. His/Her grade in the course will be calculated on the basis of the class work score he/she obtained over the semester.

**Article 12:**

If a student fails to attend a final examination in any course but offers a compelling excuse, the College Council may choose to accept his/her excuse and allow him/her to take a make-up examination. The make-up examination must be taken prior to the end of the following semester. In such cases, the course grade will be given to the student after the make-up examination.

1. An excuse of missing the final examination is considered valid in the following conditions:
  - a. The excuse must be presented within one week after it happened
  - b. Valid excuses are only the serious ones like (hospital admissions, car accidents, burn and fire accidents)

2. Makeup exams for the courses that students fail to attend for valid excuses are held within two weeks after excuse is accepted and results are given the week after.

**Article 31.**

The College Council may form a committee to coordinate with the departments in organizing the procedures of final examinations. The responsibilities of this committee include reviewing the marking sheets and submitting them to the committee concerned within three days of the examination date of the respective course.

The college council should form a committee to coordinate the execution of final examinations and to submit final results to the deanship of enrollment & registration within three days of the examination date of the respective course.

**Article 32.**

The College Council may apply the principle of strict confidentiality in the final examinations procedures.

**Article 33.**

The course instructor writes the examination questions. The College Council, when necessary, may appoint another instructor to write the questions, based on the recommendation of the department chairperson.

**Article 34.**

The course instructor corrects the final examination papers. When necessary, the department chairperson may appoint one or more specialist instructors to participate in the grading process. The College Council also may assign the grading to another instructor, when required.

**Article 35.**

The instructor who corrects the final examination records the marks earned by the students on a grade sheet specifically prepared for that purpose. He/She then signs his/her name on the sheet and also has it signed by the department chairperson.

**Article 36.**

No student is to be given more than two examinations on one day. The University Council may make exceptions for this rule, as it sees fit.

**Article 37.**

No student is allowed to enter the examination venue more than 30 minutes after the examination begins or leave before the first 30 minutes of the examination have elapsed.

**Article 38.**

Cheating in examination or attempting to cheat, or violating instructions, and examination regulations shall render the student to punishment in accordance with the Student Disciplinary By-Laws as issued by the University Council.

**Article 39.**

The College Council that offers the course may approve the re-grading of examination papers within a period not to exceed the beginning of the next semester's examinations.

**Article 40**

Based on the recommendation of the relevant department council, the College Council determines the duration of the final written examinations, which should not be less than one hour and not more than three hours.

**Article 41**

The College Council sets the regulations pertaining to the final examination procedures, without detriment to the provisions stated in Articles 40–31.

## Rules and regulations governing re-grading examination papers:

- The council of the college that offers the course may in extreme cases and after the student writes a petition re-grade examination papers within the first week of the following semester.
- The student has never made a petition for regarding and proven wrong.
- The student is allowed to make a petition for regarding for one course only during the semester
- The college should make a form that includes information from items 1, 2, and 3 together with other information like: student name, university ID number, course code, name, and number, section number, semester, absence percentage, student GPA, academic probations, course instructor's name, examination date, justification for re-grading, and student's pledge about the correctness and accuracy of all information.
- In case re-grading is granted, the college council forms a committee to re-grade the examination paper. The committee writes a report to the college council for decision. College council decision is final.
- The committee may recommend that the student be sent to the university disciplinary committee in case they see a reason for that.

## Rules and Regulations for Academic Tests

### First: General rules:

- After issuing deprived students lists by the faculty board, the course teacher should include the deprived student in the final results.
- After issuing the deprived students lists by the faculty board, the deprived student is not allowed to enter the exam.
- The commitment of exams schedule literally.
- The invigilating committees commit to specified time and place without any Prejudice.
- The invigilating committees commit to specified schedules according to what is approved by the dean of the college.
- The faculties should commit to handing and receiving exam booklets, the distribution of the exam, and fixing the grades timely. 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.
- 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 (13 /27 / 1423 H) of higher education boards,



dated in 2 / 11 / 1423 H, and royal approval number (7 / B / 05888) dated in 23 / 11 / 1423H.

### **Second. Violation and penalized acts related to tests:**

- 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.
- 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.
- 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**

- 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.
- 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:**

- 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 (5 / 3 / 53639), dated in 22 / 2 / 1431H.
- The students discipline committee adopts the offences acts committed by student. In addition, there should be parity and suitability between offences and suggested sanctions.
- The committee's decisions and its views have an advisory capacity.
- The dean of the college signs the sanction prescribed in article (3) and (4) of the students discipline regulations.
- The student is informed about penalty prescribed against him, once it is issued by the dean.
- 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.

**Schedule of Final Examinations for the ----- Semester 143 /143 H**

College: ..... Section: .....

Day	Date	Time	
		8 : 10 AM	10.30 : 12.30 AM
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		
Sunday	// 143H		
Monday	// 143H		
Tuesday	// 143H		
Wednesday	// 143H		
Thursday	// 143H		

## The Final Examination for the .....semester 143 / 143 H

College: Science in Alzulfi	Program: .....	
Course Name:		
Course Code:	Section:	
Date:	Duration:	Number of pages:
The student's name:		
University ID:		

### Examination Guidelines

- 1- Type your name and university identification number clearly in the space provided.
- 2- Use blue or black pen in answer and pencil in drawing.
- 3- Books or notes, papers and publications are not allowed into the examination room.
- 4- Students are not allowed to get out from the examination room before 30 minutes from the beginning of the exam.

### Learning Outcomes

The Knowledge Skills	Cognitive skills	Interpersonal skills and taking responsibility	Communication, information technology and numerical skills	Psychomotor skills
<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>

### Grades

Faculty member	Corrector 1	Corrector 2	Learning outcome	Question
.....	/.....	/.....	.....	1
Review Committee	/.....	/.....	.....	2
Name	Signature	/.....	/.....	3
		/.....	/.....	4
		/.....	/.....	5
<b>Final grade...../.....</b>				

## Grade and Points According to Mark

<b>MARK</b>	<b>GRADE</b>	<b>POINTS</b>
95 - 100	A+	5
90 - 94	A	4.75
85 - 89	B+	4.5
80 - 84	B	4
75 - 79	C+	3.5
70 - 74	C	3
65 - 69	D+	2.5
60 - 64	D	2
0 - 59	F	1
No Grade - Pass	NP	-
No Grade - Fail	NF	-



## Record of Cheating Cases

**College:** Science in Alzulfi

**Academic year:** 143 / 143 H

**Semester:**

Violation frequency:.....

Type of Violation: Cheating ( ) Trying to Cheat ( ) Others ( )

Specify:.....

.....

Student's name		University ID	
Mobile Number		Email	
Course Name & Code		Section	

Date and time of the violation: Day..... Hour..... Date..... / ..... / 143 H

The method used in cheating.....

Proceedings of the cheating .....

.....

.....

Student's opinion.....

.....

Student's signature.....

Course administrator's opinion (in case of cheating):

.....

.....

Observer name		Signature	
Course administrator's name		Signature	
Control committee member's name		Signature	



## Cheating Case Report

College: Science in Alzilfi

Academic year: 1434H / 1435 H Semester: Second

Violation frequency: Type of Violation:.....

Description:.....

.....

Violation:.....

.....

Student's name		University ID	
Mobile Number		Email	
Course Name & Code		Section	

Date and time of the violation: Day..... Hour..... Date..... / ..... / 143 H

The reasons for the violation:.....

### Commitment

I declare that, I am the student whose data are mentioned above:

I've violating instructions in .....

.....and it is ..... time.....

I pledge not to repeat it as the College has the right to take any suitable action.

Student's name.....Student's Signature.....

Observer's name		Signature	
Course administrator's name		Signature	
Control committee member's name		Signature	

**List of Students Attendance**  
**Final Exam .....Semester 143 -143 H**

Course name	Course Code	Section	Faculty member	Room no.	Date	Time

Number of student	Attended students	Withdrawn	Deprived	Absent

S	Student Name	University ID	Signature		Notes
			Attendance	Leaving	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

The name and signature of the observer:



## Student satisfaction questionnaire for course exam

College: Science

Program:

Course Name:

Course No. & Code:

Please put a mark in the box that expresses your assessment: \*

	1	2	3	4	5
(1) Means that the required work has been in a very bad way, or not performed at all, or rarely been done. (١) تعني ان المطلوب تمت تأديته بشكل سي جدا، أو لم يؤد أصلا، أو نادرا ما تمت تأديته.					
(2) Means that the required has been poorly done or in most cases not done at all. (٢) تعني ان المطلوب تمت تأديته بشكل ضعيف أو لم يؤد في معظم الأحيان					
(3) Means that the required has been moderately done. (٣) تعني ان المطلوب تمت تأديته بشكل متوسط.					
(4) Mean that the statement is often true or in most cases, and that what is required almost has been done well. (٤) تعني ان العبارة صحيحة غالبا أو في أغلب الأحيان. وأن المطلوب تمت تأديته بشكل جيد تقريبا					
(5) Means that the statement is always true or almost in all cases, and that what is required has been completely done. (٥) تعني ان العبارة صحيحة دائما أو في كل الأحيان تقريبا. وأن المطلوب تمت تأديته على أكمل وجه.					
1- Exam has been prepared adequately (paper organization, clear writing and completed data). ١- الاختبار مخرج بشكل مناسب (تنظيم الورقة، وضوح الخط، اكتمال البيانات).					
2- Questions included all the information necessary to answer them. 2- تضمنت الأسئلة جميع المعلومات اللازمة للاجابة عنها.					
3- Clarity of exam instructions. 3- وضوح تعليمات الاختبار.					
4- Questions instructions are clear and definite. 4- صياغة جميع الأسئلة بأسلوب واضح ومحدد.					
5- Exam duration is appropriate with its content. 5- تتناسب مدة الاختبار مع محتواه.					
6- Questions are graded from the easiest to the most difficult. 6- تتدرج الأسئلة من السهل الى الصعب.					
7- Questions considered the individual differences among students 7- تراعي الأسئلة الفروق الفردية بين الطلبة.					
8- Questions are in consistence with all the items which have been studied. 8- ترتبط أسئلة الاختبار بما تم تدريسه.					
9- The diversity of the questions between objective and subjective, or according to specialization. 9- تنوع طبيعة أسئلة الاختبار بين الموضوعي والمقالي أو حسب التخصص.					
10- Your satisfaction level about exam. 10- مستوى رضاك عن الاختبار.					



**A daily report on progress of exam**  
**Final exam of the ..... semester 143 -143 H**

Day:.....

Date:.....

**First:** Total courses in which the students are examined today:

s	Course title	Section	Total No. of students	Attended students	Withdrawn	Deprived	Absent	Time of Exam
1								
2								
3								
4								
5								

**Second:** Name of absent students:

	Student name	University ID	Course title	Section NO.
1				
2				
3				
4				
5				
6				

**Third:** Remarks:

.....  
 .....

Final exam of ..... semester 1434 –1435 H  
List of receipt and delivery answer sheets

Day: .....

Date: .....

Period: .....

	For subject			For observer							For faculty member	
	Course title	Section	Total student no.	Observer name	Room no.	No. of attendance	Absent	Deprived	Withdrawn	Signature of committee member	No. of Papers	Signature of faculty member
1												
2												
3												
4												
5												
6												
7												
8												
9												

## Statistics Estimates for the Students Who Performed the Exam

Course name:	Course title:
Program:	Section:
Date of exam:	Number of credit hours:

	Total number of students					Estimations								
	Total	Perform exam	Withdrawn	Deprived	Absent	A+	A	B+	B	C+	C	D+	D	E
Number														
Percentage														

Faculty member: .....

Signature: .....

Remarks:

- 1- Percentages related to students are calculated the proportion to the total number of students.
- 2- Percentages relating to estimates are calculated the proportion to number of students who performed the test.







## Internal Audit Report of Exam's Questions

College: Science in Alzulfi

Program/Department: .....

Course name: .....

Academic year: .....

Internal revision date: .....

Semester: .....

Committee put signal inside the box that express the their estimate degree.

S.	Quality indicators questions	Estimation					Evidences		
		1	2	3	4	5	Check question	Answer forms	Descriptions
1	Questions are in consistence with course objectives according to course specification.								
2	Question paper format matches the specifications set								
3	Marks distribution on main and peripheral questions was considered.								
4	The duration of the test is appropriate with its contents according to the answer model.								
5	Questions clearly measure the type of capability to be achieved (Knowledge - skills - empathy)								
6	Questions consider the diversity of cognitive levels (knowledge - understanding - analysis - structure – evaluation)								
7	Questions are clear and formulated with a specific terms								
8	Questions focused on learning outcomes and their processes.								
9	Questions considered individual differences among students.								
10	The presence of answers model for the test.								

The average estimate of the exam questions report:

The index is considered satisfy, if the average estimates more than 3.

**satisfied**

**Not satisfied**

## Assessment of the Internal Audit Committee

College: Science in Alzulfi

Department/ program:

Number of Question samples:

Total number of students in the program:

### First: Observations regarding the clarity of courses and program objectives (1)

Specification:

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Strong points:

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Improvement priority:

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### Second: Observations regarding the examination papers format (2-3-4)

Specification:

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Strong points:

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Improvement priority:

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Third: Observations regarding the examination papers format (5-6-7)

Specification:

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Strong points:

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Improvement priority:

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Fourth: Observations regarding the examination papers Quality (8-9-10)

Specification:

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Strong points:

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Improvement priority:

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Committee member signature:

Name:	Degree:	Signature:
Name:	Degree:	Signature:
Name:	Degree:	Signature:

Head of Department Signature:

Name:	Degree:	Signature:
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