



Guide to the measurement and evaluation system at Ain Shams University

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,Speech by Prof. Dr. Mahmoud Shawqi El- Metini

President of Ain Shams University

,The role of the university president is to direct the university to achieve its vision goals, and educational mission. Among the most important challenges facing universities are ensuring the quality of education and improving the academic performance of students. To achieve this, the measurement and evaluation process must be accurate and transparent, and must include various standards and indicators that reflect the quality of education and students' academic performance. In this regard, we are pleased to present this guide on measurement and evaluation standards at Ain Shams University, which reflects our university's dedication to providing the best educational experience for our students . We believe that education is the basis of sustainable development and human progress, and therefore we strive to develop and improve all aspects of the educational process, from academic design to the measurement and evaluation system. We are committed to providing a comprehensive and integrated educational environment that enables students to achieve their fullest potential and contribute effectively to building their future and the future of their community. We hope that this guide will be a valuable addition to the process of teaching and learning in general, and measurement and evaluation in particular.



A speech by Prof. Dr. Abdel Fattah Saud, Vice President of Ain Shams University for the Education and Student Sector

.Measurement and evaluation are an essential part of the education process. They help evaluate students' performance and understand the extent to which they achieve educational goals. To ensure the quality of education provided at our university, we are keen to provide a fair and comprehensive measurement and evaluation system that uses international standards and is compatible with the requirements of the labor market and community requirements. We constantly listen to students' opinions and are working to develop a measurement and evaluation system to meet their needs and provide equal opportunities for all. We are committed to providing an educational environment that encourages students to excel, create and excel, and we encourage them to interact with the educational process and participate in improving the quality of education. We believe that an accurate measurement and evaluation process can improve the quality of education and ensure the achievement of the educational goals and professional aspirations of students . In order to ensure this A comprehensive guide has been developed that specifies the standards and procedures necessary for measurement and evaluation , which includes a set of .instructions and directives that must be followed to achieve educational goals



A team preparing the measurement and evaluation system guide at Ain Shams University

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M presented

In line with the vision of the Egyptian state and to achieve the goals of sustainable development and in implementation of the vision of Ain Shams University, which stipulates the development of the educational process in general and the measurement and evaluation system in particular, as it is one of the main pillars of the educational system, the fairness of the measurement process is considered the last gateway to ensuring that the student understands and realizes the concepts and knowledge and possesses the necessary tools. To the labor market so that a graduate of Ain Shams University becomes the first choice in the local, regional and international labor market.

Based on this, it was the responsibility of the Central Measurement and Evaluation Unit to prepare a guide for the measurement and evaluation system at Ain Shams University in implementation of the assignment issued to it by Professor Dr. Abdel Fattah Mohamed Fathi Saud, Vice President of the University for Education and Student Affairs at the Education and Student

Council on **12/24/2021 AD** as confirmation of the activation of The role of measurement and evaluation units in university colleges, in addition to preparing a document of standards and controls for measurement and evaluation A set of steps have been taken to establish the current standards for the measurement and evaluation system, which we present below

1. Searching for and learning about the latest global practices in the measurement and evaluation system, such as the University of Oxford and the University of Cambridge, in addition to a group of modern references specialized in the field of measurement and evaluation
2. Meetings and workshops were held with a group of directors of measurement and evaluation sub-units and their deputies to take into account the different specializations
3. The university's various specializations and sectors were taken into account, as the sectors were divided into
 - Medical sector
 - Engineering and information technology sector
 - Arts and Humanities Sector
 - Basic sciences sector
 - Languages sector
4. Conducting field visits to almost all colleges to ask all kinds of questions and learn about the current situation in the colleges
5. It was completed Receiving all written and verbal suggestions from the managers of the measurement and evaluation subunits regarding the types of questions specialized in the different sectors

**Responsibility for measurement and evaluation at Ain Shams
: University**



Responsibility for measurement and evaluation at Ain Shams University is one of the competencies of the Central Unit for Measurement and Evaluation affiliated with the Education Development Department. The organizational structure of the unit consists of the following

,The structure begins with the Vice President for Education and Student Affairs followed by the Education Development Department, from which the Central Unit for Measurement and Evaluation branches, from which the following units :branch

1. Sub-units of measurement and evaluation
2. Advisory Committee
3. Electronic testing center
4. Unit sections
 - Department of University Calendar Planning and Development
 - Training and technical support department
 - Department of Measurement and Evaluation Operations



: Objectives of the Central Unit for Measurement and Evaluation

- Conducting analytical studies in evaluating university exams according to specific criteria to diagnose the reality of the evaluation process and discover .problems and deficiencies
- Building and applying measurement and evaluation standards at Ain Shams .University
- .Setting standards for the examination paper at Ain Shams University
- .Establishing a question bank system
- qualitative grading rubrics for the different years of study at the faculties of .Ain Shams University
- Using automation in constructing and grading exams and developing a .mechanism for managing and automating exam papers
- .Follow-up and supervise reports of various courses in university colleges
- Establishing modern systems for computerized tests of all direct types that .are compatible with the student's ability
- Spreading the culture of measurement and evaluation by holding training programs for faculty members and workshops in the field of measurement .and evaluation
- Supervision, follow-up, and continuous administrative and technical support .for the measurement and evaluation sub-units at Ain Shams University
- Raising the efficiency of faculty members at Ain Shams University and their assistants in constructing tests, preparing and using the examination paper .and question banks
- Providing services and assistance in the field of evaluation to other institutions outside Ain Shams University, from other universities and .research centers inside and outside the country



- Cooperation and coordination with other units of the Education Development Department to achieve comprehensive development of the .educational process
- ...Other than that required by the reality of work



Philosophy of measurement and evaluation at Ain Shams University

The philosophy of measurement and evaluation at Ain Shams University is based on the principle of “ **evaluation for learning** ,” which means that the evaluation process goes through a series of stages until it ends with the student giving appropriate feedback to his performance in order to ensure that the feedback learning stages are completed until the end. The foundations and principles of the measurement and evaluation process were derived from it, which are as follows :

Foundations and principles of the measurement and evaluation : process

- .A means, not an end in itself
- .A planned process, not random
- .Results depend on the quality and accuracy of the tools used
- .Comprehensiveness of all aspects of the curriculum
- . A means of development and improvement of performance
- ,Evaluating students' various types of competencies (cognitive ,professional, and personal
- .Transparency and absolute justice

In order to achieve this philosophy and to ensure the application of the foundations and rules of application at Ain Shams University, sub-units for measurement and evaluation were created in each college to follow up on the application of measurement and evaluation standards in the college and to provide the required technical support to faculty members in the college



Therefore, the current organizational structure for the sub-units for
: measurement and evaluation was prepared

Sub-units of measurement and evaluation and their organizational structure

At the head of the structure is the unit director, followed by the unit deputy : director, followed by the following officials

1. Responsible for evaluation systems and methods
2. Official bin for electronic questions and tests
3. Technical support officer
4. College department coordinators
5. Responsible for graduate studies at the college
6. Administrative secretarial

: Tasks of the measurement and evaluation subunit

1. Spreading the culture of measurement and evaluation through holding .training courses, workshops, lectures, seminars, and recorded videos
2. Working to diversify measurement methods and adopt modern methods in .the field of performance measurement and evaluation
3. Cooperating with the Central Unit for Measurement and Evaluation to follow up on the university's vision regarding the measurement and evaluation .system
4. Applying questionnaires and data collection tools related to measurement and evaluation at the college, processing its data, and writing reports and proposals resulting from the results in cooperation with the college's Quality Assurance Unit in light of the standards set by the National Authority for .Educational Quality Assurance and Accreditation
5. Preparing reports on examination results and statistics and submitting them to the Vice Dean of the College for Education and Student Affairs and the



- Director of the Central Unit for Measurement and Evaluation at the .University
6. He represents in the committees and councils entrusted with education and student affairs at the college as a key member for planning and cooperating with the college administration to conduct college exams in light of the .standards approved by the University Council
 7. The Measurement and Evaluation Subunit sets standards for exams in accordance with the latest developments at the university and circulates .them to the departments well before the exams
 8. After the end of the semester exams, the Measurement and Evaluation Unit in each college undertakes to review the form of the examination paper, while the content is through the committee of examiners in each college, provided that reports on the evaluation of the content are sent to the Measurement .and Evaluation Unit
 9. A report is prepared by the Measurement and Evaluation Unit after the end of the end-of-semester exams on the measurement and evaluation processes, emphasizing and strengthening the strengths, and preparing implementation plans for corrective measures for the weak points. This report is presented to Mr. Professor, Vice Dean of the College for Education and Student Affairs, to be presented to the College Council in the next .session

Specifications of the director of the measurement and evaluation : sub-unit

The director of the measurement and evaluation unit must combine the skills of experience in management and experience in measurement and evaluation so : that he



- .Experienced in the basics of measurement and evaluation systems
- .Experienced with the latest assessment systems and question banks
- Technically proficient with various computer skills and familiar with question bank systems
- .Familiar with different question types and various question maps
- Able to communicate effectively with a different group of people, such as students, faculty members, and administrators
- An active listener who is able to turn suggestions into actionable advice and implement changes

Duties of the Director of the Measurement and Evaluation

:Subunit

:A faculty member working on

1. Continuous communication with the Central Unit for Measurement and Evaluation in the Education Development Department
2. Applying the college's examination management standards
3. Developing a vision for the mechanisms and procedures for implementing question banks and electronic tests at the college
4. Spreading the culture of measurement and evaluation at the level of the various departments in the college
5. Supporting the application of measurement, evaluation and electronic testing techniques at the college



6. Coordinating with the college's education affairs management committees and units on activating question banks and electronic tests and submitting periodic reports to the college dean for education and student affairs.

7. Follow up on the implementation of the standards and specifications approved by the university in the measurement and evaluation process.

8. Submitting the periodic reports required by the Central Unit for Measurement and Evaluation of the Education Development Department.

9. Attending education and student affairs committees and councils, and everything related to the college's measurement and evaluation system and conveying the university's point of view to the college administration.

10. Implementing any instructions issued by the university administration related to the unit's activity.

Duties of the Deputy Director of the Measurement and Evaluation : Subunit

1. He represents the unit director in various meetings to ensure the facilitation of measurement and evaluation work with the college and university administration.

2. Determine the training needs of the unit and submit them to the unit manager.

3. Preparing and designing the training package and distributing it to participants in the training courses.



4. Follow up on the progress of work in the unit and supervise the coordinators of the various departments

5. Completing the work assigned by the unit manager



: Duties of the calendar systems and methods administrator

:A faculty member working on

1. Providing support to faculty members regarding systems and methods of

- evaluation and tests (how to set the test - how to set the correction key
(steps for correcting essay questions, etc).

2. Providing technical support to the faculty member on how to give
students feedback to

3. Providing support to faculty members on how to read the subject report
on the exam results and how to improve upcoming exams in light of it

: Duties of the electronic question and test bank administrator

:A faculty member working on

1. Follow up on the progress of the question bank, including the process of
coordinating the bank and entering questions

2. Follow up on the progress of the college's electronic testing process

3. Spreading the culture of electronic testing in the college

4. Submitting periodic reports on the progress of the college's electronic
test and question bank system to the unit director

5. It processes and analyzes data using statistical programs and analyses
clarifies the relationship between various variables, and assists in the
design and final production of reports, taking into account the diversity of
data review methods



6. He assists in following up on the collection and recording of the unit's statistical data, tabulating, indexing, analyzing, extracting results tabulating them, and making graphs to ensure the provision of accurate statistical information to the various departments and the college administration to help it make appropriate decisions regarding examination systems and student evaluation.

: Duties of the technical support officer

IT specialist works on:

1. Technical management of the question bank system and technical support

Item Bank Administrator

2. Providing technical support to faculty members regarding the question bank system and following up on electronic examination work.

3. Managing and following up on questionnaires for measurement and evaluation.

: Department coordinators' duties

Faculty members are nominated by departments to coordinate with the departments and their tasks:

1. Coordinating the preparation of the question bank and setting the examinations by faculty members.

2. Follow up on faculty members' inquiries about the question bank.

3. Spreading the culture of measurement and evaluation among faculty members.



4. Applying training needs questionnaires for faculty members .

5. Providing reports to the administrator of question banks and electronic tests on the progress of the process of preparing the question bank and exams.

: Duties of the Graduate Studies Officer

:A faculty member working on

1. Cooperating with the unit director to implement the measurement and evaluation system in the graduate studies sector
2. Spreading awareness of the culture of measurement and evaluation among faculty members in the graduate studies sector at the college
3. Attending the college's graduate studies committees and councils to transfer everything related to the measurement and evaluation system to the college's administration
4. Providing periodic reports to the director of the sub-unit, the college dean for postgraduate studies, and the director of the central unit for developing postgraduate programs on the college's measurement and evaluation system

:Duties of the Administrative Secretarial Officer

An administrator who performs scientific and administrative secretarial duties in the unit and is responsible for preserving files, sending letters and coordinating them .

Some key concepts in educational measurement and evaluation

- **Educational measurementEducational Measurement :**



Measurement refers to the numerical (quantitative) value that the student obtains in the test, and it is a process concerned with the quantitative . description of behavior or performance

- **Educational : Assessment**

Evaluation is limited to stating the value of something. It is giving value or weight ,to the thing to be evaluated in light of criteria, quantitative or qualitative criteria . or both, for example judging the student's level as good

- **Educational Evaluation :**

Evaluation in language means two things: stating the value of something, and . amending it or correcting an error in it

,It is defined as “a systematic process , that is, it takes place in sequential steps - and each step affects and is affected by the other, aiming to issue a judgment accurately and objectively - on the inputs, operations, and outputs of any educational system, then identifying the strengths and shortcomings in each, in preparation for making appropriate decisions to reform what may have occurred.” Weaknesses and deficiencies are detected. Accordingly, educational evaluation is a diagnostic process aimed at identifying areas of strength and weaknesses, and a therapeutic process aimed at improvement, modification and . development

Within the framework of this concept, the teacher's job is not limited to judging . the learner's success or failure through the traditional examination system

- **Formative : Evaluation**

It means using evaluation during the teaching process and aims to determine the extent of students' progress towards the desired educational goals and provide the teacher about the progress of students' learning with the aim to feedback ,of improving the learner's performance. It includes three stages: collecting data analyzing it, then reviewing and revising through feedback, and this type is done From the evaluation periodically during the teaching process for the purpose of continuous evaluation of the teaching and learning process, and the grades are not recorded in the total of the student's grades. This type of evaluation also helps the student know what educational outcomes he was able to achieve and what he was unable to understand and perform, so that he can train on these . outcomes

- **Summative : Evaluation**

It means judging the extent of achievement of learning outcomes with the aim of making decisions such as transferring the learner to a higher level or graduating. It means the tests (of different types) that are held throughout the academic year and whose grades form part of the student's overall grades in the various subjects. Accordingly, these tests are one of the main pillars that determine the extent to which the educational institution achieves the academic standards of educational programs, and their results also determine the future . of students

- **Criter– Referenced Test (CRT) :**

It is a test that is used to estimate an individual's performance in light of a pre-determined absolute criterion or level of performance without comparing his . performance with the performance of other individuals

- **Test(NRT) :**

It is the test that is used to estimate the learner's performance in relation to the performance of other learners in the same ability that the test measures

- **_ : Rubrics _**

,They are tools or guides for correction and evaluation with pre-defined criteria aiming to reach an acceptable level of objectivity in giving grades and measuring the level of quality of student performance without being influenced by the subjectivity of the grader. It is a table in which the columns represent or the rows represent performance indicators and performance levels benchmarks, and in each cell there is a description of performance. This type is There is another type of estimation rubric known Rubrics. known as Analytical In this type The teacher gives a general grade for the Holistic Rubrics. as student's performance on a task without dividing the task into several criteria or factors. The teacher determines the levels of performance, and in front of each level he places a general description of the expected performance at this level This type is usually used when the teacher wants to get a quick idea of how students are doing on a task

- **Item Difficulty : factor**

It is one of the indicators of the quality of the vocabulary , which is defined as the percentage of students who answer the vocabulary correctly. The difficulty factor extends its value from zero to 1, and the closer its value to zero indicates the extreme difficulty of the question because all students were unable to answer it correctly, and the closer its value to one indicates its complete ease . because all students answer it correctly

- **Single discrimination factorItem Discrimination :**

It indicates the ability of the item to distinguish between low-performing and high-performing students in their answer to the item. The discrimination coefficient has a value extending from -1 to 1, and the closer its value to 1 indicates the ability of the question to distinguish between high- and low-scoring students. Whereas if its value is close to zero, it indicates the lack of discriminatory ability of the question. Negative values of discrimination express a major problem in the question, in which case the test maker should check to ensure that the answer key for this question is set correctly. If the answer key is . correct, the question should be deleted

- **Ineffective dispersalNon Distractor :**

It is the wrong choice that no student chooses, or a very small percentage of .them choose. It is preferable that the question be free of ineffective distractions If found, the test maker is asked to change these incorrect choices in future tests and to replace them with more attractive distractions , so that low-level students . choose them

- **ItemPool _ :**

A huge collection of test vocabulary whose wording has been reviewed and ,classified according to course units and topics and has not been graded , that is ,the psychometric properties of this vocabulary have not been calculated . Thus . creating a question repository is the first step in creating a question bank

- **: Item bank_**

A safe place in which various groups of questions with different levels of difficulty are placed to estimate the ability of individuals, and through which it is easy to withdraw or add a group or a number of different standardized questions that is, those that have distinct and known psychometric properties such as: the difficulty coefficient, the discrimination coefficient, and the effectiveness of dispersants . As well as the validity and stability of the vocabulary, which is classified according to the units of the course and according to the mental cognitive levels required to be performed while answering it, in a way somewhat similar to organizing and indexing books. This classification enables us to know each question, the objective it measures, and the field it presents

Measurement and evaluation system standards

The standards of the measurement and evaluation system are classified into

- First: Standards specific to the type of evaluation (varies from one sector to another)
- Second: Statistical criteria to judge the quality of questions
- Third: Formal standards specific to the examination paper specifications
- Fourth : Standards related to the scientific content of the test
- Fifth: Regulatory standards for managing the examination process to overcome any factors that may negatively affect the true measurement of students' level and competencies

First: Standards for types of evaluation

- : Calendar types

Ain Shams University applies the four types of evaluation according to

- :the objectives to be implemented

Initial or tribal calendar: - It is done before students learn the content -1
of the course or part of it, to determine the characteristics, knowledge
etc., that students have related to the subject of learning, with the aim of
revealing the learner's need to learn skills or requirements before starting
etc. ,to study a subject, including diagnostic tests, pre-tests

formative assessment : - It means using evaluation during the teaching -2
process with the aim of determining the extent of students' progress
theto towards the desired educational goals and providing feedback

course professor about the progress of students' learning with the aim of
. giving more attention to modifications in students' performance

Summative (final) calendar: - It means judging the extent to which -3
learning outcomes have been achieved with the aim of making decisions
such as transferring the student to a higher level or graduating. This
usually takes place at the end of teaching a content or educational
program or at the end of a stage. One of the most important tools used is
.Final exam .what is known as final tests

Post calendar: It takes place after the end of the educational program -4
and a period of time, and aims to verify the extent to which the learner
,has retained and applied the learning he has acquired, track his efficiency
and identify the extent of his need for renewal, remedial, or developmental
.programs

Formative assessment is the most important and most used of these types
at Ain Shams University because it is a type of continuous, organized and
systematic assessment that occurs during the educational process from the
beginning of learning, and this type focuses on the extent of the student's
. progress and how much he has left

The principles of this type of evaluation are clear through its reliance on the
: principles of the constructivist trend in education, which is based on

- **Determine evaluation criteria:** so that the learner is aware of his
progress and what remains of the course.

- **The concept of learning from mistakes:** Making a mistake is something that benefits the learner and is part of the educational process

Formative assessment grades are not counted toward the student's final grades in the course, as they aim to build and support competencies

: The importance of the formative calendar

- Explains what good performance is (goals, standards, expected standards).
- It facilitates the development of self-evaluation in learning.
- Provides high-quality information to students about their learning.
- Encourages dialogue between faculty and peers about learning
- Encourages positive motivational beliefs and self-esteem.
- Provides opportunities to bridge the gap between current performance and desired performance.
- Provides information to faculty that can be used to help shape teaching.
- Through this type, the faculty member elicits the student's scientific abilities that will help them make appropriate decisions and steps in education

:Objectives of the formative assessment

1. Directing students' learning in the desired direction.
2. It identifies the strengths and weaknesses of students, to treat and avoid the weaknesses, and to enhance the strengths.
3. Informing the student of the results of his learning, and giving him a clear idea of his performance.
4. Increasing the student's motivation to learn and continue doing so.

5. The student reviews the subjects he has studied, with the aim of consolidating the information learned from them.
6. Going beyond the limits of knowledge to understanding, to facilitate the transmission of the learning effect.
7. Analyze the topics studied and clarify the relationships between them .
8. Develop a program for remedial education and determine the starting points for improvement.
9. Motivating the faculty member to plan teaching, and define the objectives of the topics in behavioral forms, or in the form of educational outcomes to be achieved.
10. Providing experiences and activities that help students participate in self-evaluation of their performance, help them understand how to learn better, monitor each of them's academic achievement, and develop the skill of constructive criticism regarding the quality of their learning.
11. Students take responsibility for their own learning and participate in .making plans to reach desired goals

:Direct realistic formative assessment tools

Formative assessment includes all the tools of summative assessment, in addition to distinctive tools such as observation lists . rubrics, and wikis

- **Wikis** : It is an advanced tool in formative assessment on the Internet platform, in which a group of students participates in an educational task such as a case study, or a project aimed at producing content and .receiving feedback

- : methods

The different types of evaluation vary according to the nature of study in colleges within the sectors of Ain Shams University, and standards and controls .have been prepared for each type of evaluation according to its nature

- :Calendar methods consist of

1. .Performance-based evaluation
2. .Communion Calendar
3. .Evaluation by observation
4. .Self-review calendar
5. .Calendar with pen and paper

1. :Performance based calendar

- . Presentations_
- . Demonstrations_
- .the talk
- .Simulation and role-playing

- .Discussion and debate
- Home assignments, following up and correcting them.
- .Practical lessons
- .The project

The project is considered one of the most important types of performance-based evaluation and falls under the name of standards-based evaluation. The graduation project is required to have certain standards when evaluating it :with the diversity of academic specializations as follows

- 1- Every student should have a clear idea about the project and be .familiar with all its details
- 2- The project idea is characterized by novelty in the idea or research .method
- 3- .The project must be realistic and applicable
- 4- The project must take into account the moral and religious aspects .and traditions prevailing in society
- 5- .Make a work plan for the project and define the tasks of each student
- 6- The student must carry out all stages of the project himself in order to .achieve full benefit
- 7- The project supervisor must be in the same exact specialty as the .project
- 8- a minimum of three faculty members, and the average of their student .ratings is taken
- 9- Designing a student evaluation form during the presentation of projects. The basic elements for presenting projects. Attached to the .appendices is a form for evaluating students' graduation projects

2. :Communion Calendar

- .the interview

- .Questions and answers
- .Oral questions
- .Conferences
- Field Training
- .Tips and instructions

3. :Note calendar

- .Intentional error
- .Open question
- .Peer evaluation

4. :Self-review calendar

:It is achieved by sharing success criteria with learners, which includes

- .Self-evaluation
- .Learner's diary
- .Learner file

5. :Paper-and-pencil assessment (written exams)

- .Quizzes
- .Mid-semester exams
- .End of semester exams

- : Evaluation through written tests

Questions play an important role in evaluating learning outcomes and estimating their level of achievement of the desired goals. Therefore, the skill of formulating questions is one of the criteria that the Central Unit for Measurement and Evaluation focuses on because it is part of the quality standards of evaluation. Scientific studies and research in the field of measurement and evaluation questions. Response and response classify questions into two types: Production

In the following section, we review the .selection questions (objective questions)
: criteria for each of the two types

: Response production questions - 1

This type requires the learner to write his answer to the problem posed to him
:in the word (question), and it is divided into several types as follows

1. .the article
2. .Developed article
3. .Complete
4. .Definition of the term
5. .Drawings and pictures

أ. :Essay questions

Essay questions are of the type that allow the learner to answer them with his own words. The learner is asked to recall from memory information related to the question. In this type of question, he is required to organize and present facts, terms, concepts, or ideas, that is, to carry out a creative activity, and usually - begins with These questions are written in words such as (explain - compare - criticize... etc

:Educational objectives that can be measured through essay questions

There are many educational objectives that can be measured through the essay
: questions, which can be illustrated in the following figure

1. .The ability to select, organize, and link information
2. .The ability to express ideas
3. .The ability to innovate
4. .Ability to think critically and evaluate

5. .It is useful in verifying higher mental processes

:Features of essay questions

- .Measurement of higher mental processes of thinking
- . Limited vulnerability to guesswork
- . Limited vulnerability to fraud
- An effective way to evaluate a student's ability to explain his ideas in an . organized and understandable manner
- .It helps develop students' logical thinking and critical thinking

ب. Developed essay questions:

,It is a short essay vocabulary that covers a large amount of the course. Thus it overcomes the shortcomings of traditional essay vocabulary, and does not . neglect its advantages

: Criteria for preparing essay questions

- .Questions must be linked to the course objectives
- The question must be clear and specific so that the problem it poses is the same in the minds of all students. This can be achieved by choosing precise .terms and reviewing the question more than once to ensure its clarity
- Avoid using incomplete and open formats when writing questions, suchas: Write what you know about
-Avoid ambiguity in formulating questions such as discuss the following
- It is necessary to take into account the sample of students when setting questions. The question level for a first-year student must differ from that .of a third-year student, for example
- To measure higher learning outcomes, questions should be avoided with words such as “who, what, when, state, define” and other words that are

associated with remembering facts and information. Other phrases can be used to measure higher levels of objectives, such as “Why, explain compare, relate, explain, analyze, and criticize.” Of course, the phrase used by the questioner depends on the learning outcomes that he wants to measure.

- Establishing rubrics for grading essay questions, which reduce the subjectivity of the grader and ensure the objectivity of grading essay questions.
- Inform students of the grading rules well in advance of the test

ج. Completion questions:

Completion questions consist of an incomplete phrase in which the student is asked to fill in the blank with a specific word or words. Completion questions can also consist of a complete statement and are in the form of a question and the student is asked to answer them with a short answer.

: Learning outcomes measured by completion questions

- Testing the meanings of vocabulary and terms.
- ,Testing outputs related to simple facts such as names, dates, events places, and simple descriptions.
- Testing outcomes related to knowledge of principles.
- Testing the outcomes related to knowledge of method and method.
- Testing outcomes related to measuring simple interpretation of information.

: Criteria for formulating completion questions

- The missing statement must be formulated as briefly as possible so that the question is clear and unambiguous

- The answer must be completely specific and the blank can only be filled in with the required answer
- The statement should not contain a large number of spaces, because the presence of many spaces leads to ambiguity in the question
- Only the main words should be deleted from the phrase
- It is preferable that the statement contain only one missing word or two missing words so that the learners can understand the question and answer it

د. Terminology familiarization questions:

In these questions, the student is given a set of sentences and is asked to give the meaning or term that denotes these sentences. In order to measure the student's skill in accurately recognizing the term

:Criteria for familiarity questions

- The question must measure a specific learning objective
- The statement must be clear.

هـ. Pictures, drawings and tables questions:

In this type of question, what is required is, for example: drawing some shapes completing part of the drawing, or answering questions that include drawings and tables. In order to measure the student's skill in responding using pictures and tables

Standards for formulating questions with pictures, drawings and tables

:

- Clarity of instructions and clarity of the drawing or table

- . Relevance of the question to the content
- .Measures a specific learning objective

In order to achieve greater objectivity in this type of question (response which also helps students reach ,Rubrics must be used , (production questions the level of mastery and proficiency. The following is an explanation of some :points, which are

- Definition of grading rules
- Types of grading rubrics
- Steps for constructing rubrics
- Advantages of rubrics for students and for the teacher
- Rubrics are a tool for learning, teaching and assessment

-: Rubrics

,They are tools or guides for correction and evaluation with pre-defined criteria aiming to reach an acceptable level of objectivity in giving grades and measuring the level of quality of student performance without being influenced by the .subjectivity of the grader

The rows Levels It is a table where the columns represent Performance benchmarks, and each cell contains aor represent performance indicators .description of performance

Rubrics . This type is known as Analytical

Using an intersection between performance levels from 1 to 4 and performance .indicators (first criterion, second criterion,...)

An illustrative example of analytical rubrics

Holistic There is another type of grading rubric known as overall grading rubric. In this type, the teacher gives a general grade for the student's Rubrics performance on a task without dividing the task into several criteria or factors. The teacher determines the levels of performance, and in front of each level he places a general description of the expected performance at this level. This type is usually used when the teacher wants to get a quick idea of the students' performance on the task.

A relationship between performance levels (excellent, very good, good, acceptable, poor) and in front of each level is a description of the expected performance.

:Steps to build rubrics

- Clearly defining the task or question, the steps through which the student will carry out the task, and the outcomes that are expected to be achieved.
- Determine the criteria/bases of assessment necessary to address the topic or answer the question. They express the teaching objectives and the basis for evaluation at the same time and are teachable and measurable (for example, for the task of writing a topic, the criteria may include: interconnection of ideas, content, logical organization, and grammatical rules).
- Determine performance level specifications that indicate the rating or grade that should be given to the student in light of the performance he has provided. Grading rubrics usually include three to five levels; This is because specifying performance levels more than that leads to difficulty.

in evaluation, and if the number is less than three, it may not provide sufficient information about what the student should learn

,These levels may be verbal / estimates / grades / percentages, for example: (5 or (poor, acceptable, good, very good, excellent) (1 ,2 ,3 ,4

- In the case of teaching small numbers, sufficient copies can be prepared to grade the assignment for each student (explaining how he was graded) and then the grading rubric is attached to the assignment when it is returned to the student. Thus, the student has detailed feedback on the strengths and weaknesses of his answer or performance of the task without the need to write many comments. about her. In the case of large numbers, the rubric for questions can be announced to all students so that they receive general feedback



?What is the difference between a rubric and an observation list

?Checklist

The observation list does not include any judgments about the quality of performance, and is used only when the sufficient criterion for the quality of performance is the presence or absence of behavior indicative of performance while the rubrics include judgments about the quality of performance, providing specifications for each criterion of performance with a scale (ratings or grades). Gradually distinguish between these specifications

:Advantages of rubrics for students and for the teacher

:a. For students

- Provides students with feedback about their strengths and weaknesses in the academic subjects and thus improves their performance

- Students know what is expected and required of them, what criteria their performance will be assessed and how, which increases their motivation to achieve these criteria
- .Used to obtain consistent scores across all students
- It provides students with the opportunity to reflect on performance, self-evaluation, and continuous learning

:B. For the teacher

- .Check objectivity in self-correction
- .Easy to use and interpret
- .It makes you fair, consistent and free from bias in giving estimates
- .Makes expectations and performance levels clear to you
- It helps you think carefully and critically about what is being taught and what students need to learn
- .Directs you towards learning goals

:Rubrics are a tool for learning, teaching and assessment

Grading rubrics are not limited only to being an evaluation tool that helps the teacher to correct objectively, as they can also be used during the teaching process and make students participate in preparing the rubrics, whether for self-evaluation or for evaluating their colleagues, which helps students to integrate more into the educational process, and to become familiar with the picture .Continuously examine their strengths and weaknesses

: Response selection questions (objective questions) -2

This section presents an introduction to objective questions, their types, and : scientific standards for formulating each type, as follows

Objective questions are defined as “questions with specific answers such that no two graders differ in their correction or review, and do not allow the grader’s .” subjective opinion to have any role in estimating the subject’s grade

: There are many forms of objective questions as follows

: A- Multiple choice questions

Multiple choice questions are considered one of the best types of objective questions, as they suit all the objectives that can be assessed in essay questions . except for questions that require expressive abilities

: Criteria for writing multiple choice questions

1. The phrase should be formulated so that it is completely free of .complexity and ambiguity
2. The statement for which a correct answer is to be chosen must be longer and more detailed than the possible answers (alternatives), which .must be brief and concise
3. .The alternatives must not be less than four
4. In questions that require choosing the most accurate answer, all .alternatives must be acceptable, close, and homogeneous
5. The phrase must be identical with all the alternatives linguistically, so that the correspondence between the phrase and one of the alternatives is avoided rather than another in the feminine and masculine, and in the . singular, dual, and plural
6. The correct answers should be distributed equally and randomly, once at . the beginning, once in the middle, and once at the end
7. The statement should be free of interjecting sentences in order to . maintain the clarity of the paragraph

8. The question must contain a specific and completely clear problem, so that the student familiar with the material can infer the answer directly . before reading the alternatives
9. The alternatives must be attractive, meaning that the judgment that . they are wrong should not be self-evident
10. Common words between the answer alternatives should be placed in the . original question
- 11..Avoid the negative form in the question
12. He should avoid copying sentences in text or letters from the prescribed book to put them as the root of the question, because this confirms the generality of teaching by rote learning. Therefore, it is advisable for the . questioner to use his own language in formulating the questions
13. ,If the paragraph or question is related to the definition of a specific term . it is better to put the term at the beginning of the question
14. Each paragraph must be independent of the other, meaning that the answer to one paragraph of the test does not depend on another . paragraph
15. "Do not use alternatives such as "all of the above", " none of the above and "answer A and B together" because this increases the possibility of . guessing the answer
16. One of the alternatives should not be synonymous with another . alternative
17. Avoid signs that may lead to identifying the correct answer or excluding . incorrect alternatives
18. Arrange the alternatives consisting of numbers, in descending or .ascending order
19. All alternatives must be homogeneous in content and related to the . problem area

20. The correct answer should not be consistently longer (or shorter) than . the incorrect alternatives
21. The language of the alternatives should be easy and clear, and the . terminology used in the alternatives should be known to the students

: B- Interview questions

There are many names for this type of question, including: pairing questions, matching questions, matching questions, link questions, or Delivery questions. Matching questions are similar to multiple choice questions. The difference between them is that in multiple choice questions, each question includes a paragraph presenting a specific problem, while interview questions include a first list called the list of premises, and the corresponding list is called the list of answers, and the student must conduct an interview between each element of the introductions. With the element that suits him in the answers according to a rule that is explained to him in the directions . This type is considered one of the most important and useful objective questions, because the element of objectivity in it is available to a large degree, given that the guessing in it is much less than in other questions, especially true and false questions, and multiple choice, and this is what increases the element of stability in it, the element that It is an important indicator in addition to the . element of honesty

Pairing questions aim to measure educational outcomes based on the field of knowledge and memory, which focus on determining the relationship between two things. They greatly benefit students in making them remember incidents, dates, heroes and battles, terms and definitions of rules, symbols and concepts, machines and their uses, authors and their works, classification of plants and animals, Scientific inventions and their inventors, states and

kingdoms and their founders, and scientific theories and their authors, in
. general, focus on a great deal of general culture

: Criteria for formulating interview questions

1. The list of answers should be more numerous than the list of
.introductions
2. The questions should be limited to one branch of knowledge within one
.academic subject
3. The questions should not be of the type that can have more than one
.answer
4. . Take into account the brevity and clarity of the question

:C-Reordering questions

In these questions, the learner is given a number of words , terms , events , dates
.processes , etc. , and is asked to arrange them according to a specific system ,
With the aim of measuring the student's skill in arranging
.events/information/ideas according to a specific system

: Criteria for formulating reordering questions

- 1 • The question should measure one goal
- 2 • The question elements should be distributed randomly
- 3 • The question should contain about (5-9) elements
- 4 • There are clear breaks between the elements of the question
5. .Homogeneity of elements

▪ Evaluation through oral exams

,one of the effective means of evaluating a student's mental abilities are represented in the ability to think, analyse, deduce, and gather ideas, and at the same time the skill of presenting ideas and expressing them properly orally. They are considered one of the oldest methods used to evaluate achievement and are . still widely used today

They are questions given to learners and they are asked to answer them orally without writing. Their purpose is to determine the extent of the learner's understanding of the academic material and the extent of his ability to express himself. Therefore, the oral test is also a means of training the student to express .himself

:Advantages of oral exams

- The student can receive immediate feedback, because he will spot the error in real time and learn about the correct answer through the .faculty member's discussion with him or his other colleagues
- Through this type of test, the faculty member observes a number of important things for the students, such as: how they pronounce words correctly, how They answer questions, how they speak, how they face .the exam with self-confidence, or with some fear and tension
- The teacher can determine the personal characteristics of each ,student and get to know each student's personality, way of expression .and external appearance
- The student is trained to be bold in speaking and expressing his opinion without fear, and thus trains him to discuss all matters that .require this
- Training the student to control his behavior, not to interrupt others .when speaking, and to respect their opinions

:Standards for preparing the oral exam

- The concerned department must prepare a bank of oral exam questions by the faculty members participating in the exam. These questions are classified into a sufficient number of cards so that each card includes a specific number of diverse questions that measure a representative sample of the educational outcomes to be measured. The questions vary to measure the higher levels of knowledge and skills. Which requires linguistic and expressive ability, while taking into account the balance of the level of questions between the cards to ensure fairness.
- The committee of examiners must include at least three faculty members (text of the Universities Organization Law) , and the department also determines the student distribution system from the beginning of the exam so that it ensures absolute fairness in the distribution to the committees (either by lottery or sequential digital distribution on the committee numbers).
- The student draws one of the closed question cards and reviews the questions at the beginning of the exam, then they are discussed by the committee members. Each student is given sufficient time to answer the questions so that the student's level is judged objectively.
- Each member sets his own evaluation grades separately, and grade cards prepared by the committee of examiners can be used using a graduated scale or grading rubric to ensure the greatest degree of objectivity in marking.
- The score on the test is calculated using the trimmed mean method , especially if there are outliers. In this method, the highest score and the lowest score in the evaluation are deleted and the average of the rest of the scores is calculated, which ensures no bias and avoids outliers.

point oral test and the evaluation was done by five10- For example, if we had a
2,6 ,7 ,8 ,9 :professors and the evaluation was as follows

The highest score and the lowest score are deleted and the average of the rest

$$7 = \frac{8+7+6}{3} = \text{of the scores is calculated}$$

. If we have three degrees, the one in the middle is taken

- In oral examinations, the faculty member must pay attention to what is known as **the Halo Effect**. It is a behavioral bias that appears when people or events are judged based on one positive characteristic and ignore the rest of the other characteristics . For example , we can notice the halo effect in oral tests, as the evaluator is influenced by the student's general appearance or speaking style, and gives him a ,generally good evaluation of the test as a whole, and this, of course does not achieve the objectivity of the evaluation. The emergence of this concept goes back to the American psychologist Edward Thorndike, who gave it this name in an article he published in 1920 .

▪ Evaluation through practical tests

Practical tests aim to evaluate students' performance in performing a specific skill. Practical exams are applied in skills laboratories in practical colleges such as medicine, nursing, pharmacy, dentistry, and science. This is done on the skills that students have learned during the academic year in various courses. To ensure the conduct and application of practical exams in skills laboratories in colleges, a set of guiding standards have been developed that must be met in
: skills tests

: Standards that must be met before the practical test

1. Explaining skills to students during the semester
2. Training students directly on skills after explanation in the laboratory or virtually in the presence of the responsible faculty member or supporting staff member during the academic year and during practical training hours
3. Giving students feedback on their performance and correcting mispractices
4. Establishing dates and days for students' self-learning in academic schedules that allow students to practice the skills on their own and practice the skill any number of times until mastery
5. Providing correct books and videos for the skills assigned to students by the relevant department of the college
6. Assessing students on skills during the school year to ensure their proficiency in performing the skill
7. Making students aware of the set of prescribed skills that will be evaluated
8. Write a list of skills and publish it to students on the bulletin board in the auditorium, on communication groups with students, and on the college's e-learning platform
9. Informing students and making them aware of the names of the skills, the date, date and day of the practical exam, the name and number of the group in which the student's name is included, and the exam mechanism
10. the Education and Student Affairs Committee, and the College Council ,, provided that the number of faculty members in each committee ranges (from3-5 members to ensure fairness and non-discrimination between (students during practical examinations

11. Equipping the skills laboratory with the necessary equipment, tools and supplies to hold the practical exam in each skill by the organizing committee from the department
12. Determine the locations of the committees within the skills laboratory by placing signs with the committee number written on them

:Special alerts for students before and during the practical test

1. .Notifying students to come on the specified date for the exam
2. .The student must be of good appearance, cleanliness and good smell
3. .Male students with well-groomed beard and hair
4. .Calm, non-flashy makeup for female students
5. .It is necessary to bring proof of identity on the day of the exam
6. .No entry by phone
7. Students sign in attendance at the designated list before taking the practical exam
8. Students choose the skill with which they will take the exam by randomly selecting from a group of papers on which the names of the skills are written
9. The student is evaluated on the skill by each member of the committee using a separate observation list, and the average grade for the student is calculated by the organizing committee
10. The tools and devices present in the practical exam must be the same tools and devices that the student trained on during practical training throughout the year
11. The members of the examination committee prepare the student psychologically to reduce the students' dread and fear
12. Some steps are counted as correct if the student performs them or mentions them orally, depending on the nature of the step

13..The student signs the grade he obtained

14. Handing over the practical exam grades after signing them from the .department head and committee members to the control on the same day

Fourth: Evaluation through clinical tests (specific to the :(medical sector

clinical examination Objective, structured

Objective Structured Clinical Examination (OSCE)

- first described in 1979 and has become one of the clinical testing was most widely used methods for assessing clinical competencies in health care education.
- standardization) of procedures and addresses lack of reliabilityLack of reliability and other traditional forms of clinical assessment such as long (cases cases) (
- The student is asked to perform clinical tasks that must be completed within the same time frame and scored through rubrics or observation lists. scales or checklists)
- The assessment of clinical competence is of great importance and should follow Miller's Pyramid of Clinical Competence as students are not only asked to demonstrate factual information and what they know, but also

to know how to apply these facts. They must also explain how they can perform these tasks.

- testing is suitable for assessing the “show clinical Objective, structured how” aspect of clinical competence

: The format of the structured objective clinical test

- ❖ Students rotate around a series of stations, usually 10-20 stations : covering a wide range of clinical competencies such as
 1. Communication skills and professionalism and Professionalism skills like breaking bad news(Breaking bad. bad news)
 2. Taking a medical history take)
 3. Physical examination(Physical examination)
 4. Clinical reasoning (Interpreting clinical data and prescribing therapy on a drug chart (
 5. Practical/technical skills (peripheral intravenous cannulation)
Practical / Technical skills (insertion of peripheral venous cannula)
- ❖ The type of station must be determined whether it is operational (active or manned). or manned or response (static or unmanned) (Static or unmanned) (
- ❖ Procedure station Station Students are assigned to perform a task : on patients, and observers can evaluate the students' performance through checklists .
- ❖ Response station station Students answer objective-type questions :(.or record their results from the previous station
- ❖ The number of stations can be determined according to the number of candidates, the skills to be assessed, the estimated time for each

station, the total time for the exam and the facilities available for the exam.

- ❖ At each station, students are asked to perform a specific clinical task :that can be performed on either
 1. Real patient
 2. A simulated (unreal) patient(Simulated patient)
 3. Manikin (doll)(Manikin)
 4. Part-task dummy (simulating a patient in combination with aPart-task dummy Manikin)A simulated patient in combination with a manikin)
 5. Computer- based simulation simulation)(clinical video of a real patient with Parkinson's disease
- ❖ After the estimated time, students are allowed to move on to the next station, and the estimated time is usually 5-10 minutes for undergraduate students and 10-15 minutes for graduate students.
- ❖ A topic sentence should be included that provides information to ,orient the student to the task, such as providing the patient's name age, gender, chief complaint , and providing information without overburdening the scenario with unnecessary details.
- ❖ The task must be defined clearly and precisely.
- ❖ The evaluator must be present to observe the candidates at each - station and the evaluation is made based on checklist or rating scales .
- ❖ : Check-list -usually yes / no, done/not done. This method is useful for inexperienced evaluators and is recommended for undergraduate .students
- ❖ Rating scales : They differ fromobservation lists in that raters distinguish performance based on quality and level of mastery via a

scale such as: satisfactory, neutral, poor, not implemented, or problems. A mark is assigned to each level in the list

: Advantages of an objective structured clinical test

1. Students are observed performing the task under specific and controlled conditions.
2. Ensures adequate sampling of different skills
3. Reliability: From a large sample of competencies to be evaluated and standardized , where all students undergo the same test.
4. Objectivity: Students take a similar exam and each of them is monitored by a number of examiners .
5. Validity: The examination can evaluate the intent of the evaluation
6. It allows a large number of students to be evaluated in a short time.
7. It allows for the integration of teaching and assessment.
8. It can be used for both formative assessments and giving feedback to students and can be used for summative assessments.

: Disadvantages of structured objective clinical testing

1. It requires a large area to accommodate a large number of stations.
2. An expensive and complex method of evaluation.
3. It causes fatigue and exhaustion for residents.

B- Objective, structured practical test



Objective Structured Practical Examination (OSPE)

**It is a method used to test practical skills and knowledge in a non-clinical -
setting**

**The structured objective practical test is now accepted as the gold-
standard for assessing practical test skills around the world**

: It can be used to evaluate practical competencies-

- 1. Define tools_ of instruments / tools**
- 2. Handling tools Handling of Instruments**
- 3. Procedures and steps of the experiment Procedures and steps of experiment**
- 4. Interpretation of results Interpretation of results**

**This method of assessment is carried out by rotating students to-
different stations 15-20 stations at a specified discretionary time of 5-10
minutes for undergraduates and 10-15 minutes for graduate students and
evaluators are present to record the students according to observation
lists**

**(Procedure or Response .Stations are either action or response stations-
stations)**

: of topics used in the stationsType

1. Simulators: plasticmodels _
2. .Interactive animation(Interactive animation)

: Advantages of the structured objective practical test

1. High validity_ validity)
2. High objectivity(high objectivity)
3. High reliability(high reliability)
4. Broad sampling of skills
5. Integrating teaching and assessment
6. . Cost-effective

Second: Statistical criteria to judge the quality of questions

to correct paperRemark Office program Ain Shams University relies on the tests. This program provides many useful statistical reports for judging the quality of the test as a whole and the quality of each of its questions. Below is a presentation of some of the standards that indicate the quality of the test and . its questions, and where they can be verified in the program's statistical report

1. The distribution of moderation For students' college grades

In the statistical report produced by the Remark program, the first worksheet in the Excel file is calledthe Student Statistics Report in which the total grades , for each student are displayed. A histogram can be drawn through Excel or any .specialized statistical program to ensure that the scores take a moderate form This can be roughly verified as to whether moderation has been achieved

through the second so-called worksheet Class Frequency Distribution which ,
.divides the distribution of grades into categories

2. : High value of consistency coefficient alpha

In the statistical report resulting from the Remark program , and in the third working paper called Test Statistics Report the focus is on statistics ,Coefficient (Cronbach) Alpha ,which measures the internal consistency of the test , preferably has a value greater than 0.7 .

3. Question: Moderate difficulty, High discrimination, Free of ineffective :distractions

Remark program provides rich statistical analyzes to judge the quality of .each question, whether in numerical or graphical form

أ. **Difficulty factor:** It is one of the indicators of the quality of the question, which is defined as the percentage of students who answer the question correctly. The difficulty factor ranges in value from zero to 1 and the closer its value to zero indicates extreme difficulty For , the question because all the students were unable to answer it correctly, and the closer its value to one indicates its complete ease because all the students answer it correctly. It is worth noting that the previous two cases (difficulty and extreme ease) are not useful in identifying individual differences between students, and therefore it is preferable that the value of the difficulty factor stay away from the extremes . If the difficulty factor is zero or one, the question can be .deleted after taking the opinion of the test maker

The value of the difficulty factor can be found in many worksheets in the statistical analysis file, including, for example, the Condensed Test Report worksheet in which each question is presented in a row. For ,) example, in Figure 3 we find that the difficulty factor in the form , (of a percentage for question A6 equals 99.13 which It appears in the ,

Total column, which indicates that this question is very easy, and % can be deleted if the test maker agrees

ب. Discrimination coefficient: It is one of the indicators indicating the quality of the question, which is defined as the correlation between the student's score on the question and the total score on the test. The discrimination coefficient ranges in value from -1 to 1, and the closer its value to 1 indicates the ability of the question to distinguish between students with high and low grades. Whereas if its value is close to zero, it indicates the lack of discriminatory ability of the question. Negative values of discrimination express a major problem in the question, in which case the test maker should check to ensure that the answer key for this question is set correctly. If the answer key is correct, the question should be deleted. The value of the discrimination coefficient is found in Figure 3 in the column called (Point Biserial

ج. Non-Distractor This is the wrong choice that no student chooses, or : a very small percentage of them choose. It is preferable that the question be free of ineffective distractions. If found, the test maker is asked to change these incorrect choices in future tests and replace them with more attractive choices, so that low-level students choose them. The ineffective distractions in the question are found in Figure 3 in the column called (Non Distractor) In the same worksheet shown in Figure 3 the program shows the , (percentages of students who chose each alternative in the question and you will find that some percentages appear in red, which indicates that the number of students who chose this wrong alternative is greater than the number of students who chose the correct

alternative. Here, it is preferable to check with the test maker to ensure that the answer key to the question is correct

The program also provides the same previous statistics , but in the form of different graphical forms in several worksheets, namely

Detailed Item Analysis Report

Item Analysis Graph Report

Condensed Item Analysis Report

Third: Formal standards specific to the paper's specifications

The examination paper must have a set of formal conditions to ensure that it is produced well. The following is an indicative list of the conditions that must be present in the examination paper, which allows the member of the responsible measurement and evaluation unit to use it while evaluating the examination paper in terms of form. This list must be sent to all faculty members responsible for the examination paper. Setting exams before preparing the exam so that they can adhere to the necessary conditions and specifications approved by Ain Shams University

comments	Q is not achieved	Checks –	Standard	M
– First: The upper part of the page contains				
			.University name and logo	1
			.College name and logo	2
			.Name of the study programme	3
			.Name of academic level	4
			.Course name and code	5

			End-of-semester exam -- for the academic year AD 20-/20 -	6
			.Exam date	7
			.The time period for the exam	8
			The total score for the exam	9
			.Number of exam pages	10
			Name of the course professor	11
– :Second: The bottom part of the page contains				
			Page number/number of pages (if the exam is .(more than one page	1
			If the exam paper has multiple pages, this is ”indicated by writing the phrase “look at the back or “look behind it” or placing an arrow indicating .that there are questions on the back of the paper	2
– :Third: General rules that must be in place				
			.The exam is written on the computer	1
			The exam is free of grammatical and spelling .errors	2
			The overall format of the examination paper is .coordinated and organized	3
			There is an appropriate blank margin in all . directions of the examination paper	4
			The font style and size used in the exam paper are clear to read (question header is font 16 and .(questions are 14 font size	5
			There is enough space between the lines on the .exam paper (one or one and a half times spacing)	6

			The details and features of the pictures are clear .if pictures are used in the exam	7
			Question numbers and branches are clear without .overlap	8
			.Marks are distributed to each question	9
			There is a phrase “Questions are over” after the exam questions are finished	10
			There is an encouraging sentence for students at .the end of the examination paper	11
			The name of the subject teacher is written at the .end of the examination paper	12
			There is a personal signature of the subject professor at the end of the exam paper below his .name	13

Fourth: Standards related to the scientific content of the test

- 1- The test must include a combination of response selection questions (objective questions) and response production questions, so that the percentage of objective questions ranges between 30–60 % of the . test
- 2- Emphasize that the exam questions measure the student’s understanding of what he studied, and his ability to apply, analyze, synthesize, create, and .present his vision
- 3- Avoid questions that depend on direct recollection of the content of the .material

- 4- There should not be optional questions that cause the student to leave one or more questions because this loses the basis for comparison between students and reduces the comprehensiveness of the test
- 5- True-false questions are not allowed because the probability of guessing increases, reaching 50%

Members of the examination committees (examiner committees) undertake the problem in each college separately , review the scientific content of the test and ensure that the following standards are met

- 1- The answer time should be appropriate for the exam questions, with time for review
- 2- The level of the exam language should be consistent with the language and style of teaching
- 3- The exam should cover all the topics taught, taking into account their relative weight according to the course description
- 4-) The exam should measure the intended learning outcomes (ILOs) according to the course description
- 5- The exam should measure the different cognitive levels in a balanced manner, and emphasize questions that measure the extent of the student's understanding of what he studied, and his ability to analyze and synthesize, and try to avoid questions that depend on direct recollection of the content of the subject except when necessary
- 6- Ensure that there are practical (applied) questions to evaluate the student's use of theoretical information within the framework of a practical applied situation written on the answer sheet. As long as the nature of the material allows it
- 7- Emphasizing the presence of some questions related to measuring the student's ability to be creative and presenting his vision

Below is a list An inferential list of the conditions that must be met in the examination paper in terms of content, which allows the responsible members of the committee of examiners to use it during the evaluation of the examination paper in terms of content. This list must be sent to all faculty members responsible for setting the examinations before preparing the examination so that they can adhere to the necessary conditions and . specifications approved by the University. Ain Shams

Evaluating the examination paper in terms of content				
comments	no Checks	Checks –	Standard	M
	–			
			The response time is appropriate for exam .questions, with time for review	1
			The level of exam language is commensurate with .the language and style of teaching	2
			The exam covers all topics taught and their relative weight is taken into account according to .the course description	3
			The exam measures the intended learning) outcomesILOS according to the course (.description	4
			The exam measures different cognitive levels in a .balanced manner	5
			The exam measures the student's understanding of what he studied, and his ability to analyze and .synthesize	6
			The exam avoids questions that depend on direct recollection of the content of the material except .when necessary	7
			There are Practical (applied) questions to evaluate the student's use of theoretical information within	8

			the framework of a practical, applied situation written on the answer sheet. As long as the nature .of the material allows it	
			There are Questions related to measuring the student's ability to be creative and present his . vision	9
			Combining response selection questions with response production questions	10
			There is no repetition or overlap required in more .than one question	11
			One question does not suggest the answer to .another question	12
			The majority of questions are at the average student level (not below or much higher than this .(level	13
			Fairness was followed by matching the scores .assigned to each question to its level of difficulty	14
Evaluation of test vocabulary formulation				
comments	Light achieved	Checks	Standard	M
– :First: Article questions				
			The question is clear and its answer is specific to .certain points	1
			The use of incomplete and open forms in the question was avoided , such as: Write what youknow about	2
			Ambiguity was avoided in the wording of questions .such as discuss the following	3
			The use of words that are only related to measuring the level of memory among students ,was avoided , such as: who, what, when, mention .define, etc	4

			,Some verbs were used, such as (why, explain compare, relate, explain reasons, analyze and criticize , extract, state your opinion... etc.), which .are related to measuring higher levels of thinking	5
			have been developed to grade the essayRubrics . question	6
– :Second: Completion questions				
			The missing phrase is short	1
			The answer is completely specific and it is not appropriate to fill in the blank except with the .required answer	2
			The statement does not contain a large number of .spaces	3
			The words deleted from the phrase are the main .words only	4
– :Third: Questions to familiarize yourself with the terms				
			The question measures a specific learning objective	1
			Clarity of phrase	2
– :Fourth: Questions about pictures, drawings and tables				
			The question measures a specific learning objective	1
			Question instructions are clear and specific	2
			The pictures, drawings and tables included in the .questions are clear	3
– :Fifth: Multiple choice questions				
			The origin of the question is completely free of .complexity and ambiguity	1
			The original question is free of interjecting .sentences	2
			The original question is longer and more detailed .than the alternatives	3

			Do not use phrases in the text from the book	4
			Do not use the negative method in formulating .questions	5
			. always – never) in the question or alternatives –	6
			The original question does not contain a reference .to the correct answer	7
			The alternatives shall not be less than four	8
			.The answer position was randomly distributed	9
			.The length of the alternatives is more or less equal	10
			The correct alternative is not consistently longer .or shorter than the incorrect alternatives	11
			,The language of the alternatives is easy and clear .and the terminology used is familiar to students	12
			The question alternatives are similar in content and are all related to the question	13
			All alternatives are acceptable, close, and homogeneous in questions that require choosing .the most accurate answer	14
			None of the alternatives is synonymous with .another alternative	15
			.All alternatives are dispersed	16
			There is only one completely valid alternative	17
			,Linguistically, the alternatives in the feminine masculine, singular, dual, and plural agree with the .original question	18
			Dates or numbers used as alternatives are .arranged in ascending or descending order	19
			”,Do not use alternatives such as “all of the above none of the above,” and “answer A and B“ .together	20
– : Sixth: Interview questions				

			The list of answers is more numerous than the list .of introductions	1
			Questions are limited to one branch of knowledge in the course	2
			The questions are not the type that have more than one answer	3
			The question is short and clear	4
– :Seventh: Reordering questions				
			Measures the question Goal One	1
			.Question items are randomly distributed	2
			.contains about (5–9) items	3
			There are clear breaks between the elements of .the question	4
			The elements are homogeneous	5

Fifth: Regulatory standards for managing the :examination process

:Purpose -1

,Determine the controls to ensure the implementation and updating of examination measurement and evaluation rules and systems for Egyptian and expatriate students enrolled in university colleges, and determine how to monitor and update them and .ensure their effectiveness continuously

:Field of application -2

Egyptian and expatriate students enrolled in all university colleges and institutes, in addition .to students studying in the blended learning system

:Responsibility for implementation -3



- University Council
- Council of Education and Student Affairs
- College boards
- Competent departments (participation in preparation and implementation (procedures for examination work

Reference documents -4

Universities Organization Law : 1-4

Executive regulations of the Universities Organization Law :2-4

Decisions of the Supreme Council of Universities :3-4

Decisions of the Ain Shams University Council :4-4

Decisions of the Council of Education and Student Affairs - Ain Shams University :5-4

The legal framework for organizing exams

The articles of the executive regulations of the Universities Organization Law issued by Presidential Decree No. 809 of 1975 regulate the rules for examination work in accordance with the following articles

Article (70)

Taking into account the provisions of these regulations, the internal regulations of the colleges shall determine their examination systems

Article (71)

With the exception of the final group exams in the Bachelor's or Bachelor's Department, the College Council, after taking the opinion of the relevant Department Council, appoints one of the subject professors to undertake the development of the topics for the written examinations in conjunction with the person teaching them. When necessary, someone chosen by the College Council may participate in developing them for this purpose



The examination committee for each course is composed of at least two members chosen by the college council upon the request of the relevant department council. They are chosen as much as possible from the faculty members of the college, and the dean, in case of urgency, may choose the committee members.

The various course examination committees consist of a general committee in each group or department headed by the dean or department head, as the case may be, and the results of the examination are presented to it for review and to propose what it deems appropriate regarding the level of students' estimates for the various courses. Minutes of the committee's meeting are recorded and the result of its deliberations is presented to the College Council for approval.

Article (72)

The Dean of the College chairs the examination committees and forms under his supervision one or more committees to monitor the examination and prepare the result. Each of them is headed by one of the professors or assistant professors.

Article (73)

The names of students who passed the exams are announced in alphabetical order for each grade at the department, division, or program level.

Those who succeed in the final exam are awarded a degree certificate or diploma indicating the grade they have obtained, after paying the prescribed fees and returning what they owed. This certificate is signed by the Dean of the College and the University President. A decision is issued to grant academic degrees and diplomas by the University President after the approval of the University Council and to When the student obtains the aforementioned certificate, he may obtain a temporary certificate signed by the Dean, indicating the academic degree or diploma he obtained and the grade he obtained for it.

The date of granting the academic degree is determined by the date the College Council approves the result of the examination for this degree.(42)

Article (81)

Transferring from one group to another does not take place until the end of the university year, and the student does not retake the exam in the bachelor's or bachelor's sections of the course in which he passed

Article (82)

Regarding the final group exams, the office of the committee for each sector of university education proposes the formation of joint tripartite committees of current or former university professors to conduct the exams for each of the subjects within its jurisdiction for each college

The members of each committee participate in setting the course exam in each college with whomever the college council chooses from among its faculty members. The committee's rapporteur is the most senior professor working there, and the committee submits a report on its observations that is communicated to the universities and the sector committee

A decision shall be issued by the President of the Supreme Council of Universities to form the previous committees

Article (83)

The student's overall grade of success for each group is calculated according to the grades he obtains, taking into account that his grade does not exceed Acceptable in the course that he previously failed or was absent from without an acceptable excuse. However, if he absented with an acceptable excuse, the grade of success that he obtains is calculated for him

Article (84)

The student's success in each group's exams is estimated according to one of the following estimates

.Excellent - very good - good - acceptable

:The student's failure is estimated by one of the following grades

.Weak - very weak

The application of the previous grades shall be in accordance with the system determined by the internal regulations of the colleges. If the exam in one of the courses includes a written



exam and another oral or practical exam , then the absent person in the written exam is considered absent in the course exam and no grades will be recorded for him

Article (85)

The student's success in obtaining a bachelor's or bachelor's degree is estimated by one of the following estimates

.Excellent - Good Very Good - Good - Acceptable

The general grade for students in the bachelor's or bachelor's degree is calculated on the basis of the total score of grades they obtained in all academic years, and they are ranked according to this total at the department, division, or program level

The student is awarded honors if his final grade is excellent or very good, and his overall grade in any study group other than the preparatory band is not less than very good. In order for the student to obtain honors, he must not have failed any exam he took or in any group other than the preparatory band

Exam dates and controls

The Education and Student Affairs Council is responsible for setting the dates for the final written exams at the bachelor's and bachelor's degrees in the university's colleges and institutes, in light of the suggestions of the college councils and within the framework of the time map for the academic year approved annually by the Supreme Council of Universities and the university president may approve it or present it to the university council

:Final written exams mean

Colleges taught according to the semester system	End of the first semester, end of the second semester, second round
Colleges that teach the full year system	End of the first round, end of the second round
Colleges that teach on the credit hour system	End of the first semester, end of the second semester, end of the summer semester



,The council of each college is responsible for determining the dates for the oral, practical, applied, and clinical examinations, backward-looking subjects, taught subjects, year's work and blended learning

When setting dates for any of the above- mentioned exams, care should be taken to avoid days that coincide with religious and national occasions and holidays

He authorizes Mr. Prof. The Vice President of the University for Education and Student Affairs in amending the start date of the end-of-year and two-semester exams - for any college - in light of the necessities and justifications that the College Council deems necessary and inevitable

Making urgent and inevitable amendments to the dates of the final written examinations after announcing their schedules is limited to delaying or postponing those dates, and it is absolutely not permissible to advance the examination dates after announcing them

Formation of examination committees

: General supervision of examinations at the university *

A committee is formed headed by Mr. Prof., President of the University, and he is assisted by the Vice Presidents of the University and the Secretary General of the University

: Supervising examination work in colleges and institutes *

A committee is formed headed by Mr. Prof. Dean of the College and assisted by the College Vice Deans

: Examination preparation and organization committee *

A preparation committee is formed in colleges and institutes to organize examination work, and priority is given to those working in student affairs at the college and the groups that are directly related to examination work. The

preparation committees at the entire college level include the college secretary, the director of the Education Affairs Department or his representative, the official in charge of the dean's office, and the official in charge of the office of the dean of the college or institute (for affairs Education and students), the assistant and the foreman. The preparation committees at the college or institute are headed by a member of the teaching staff, and the necessity of participation must be taken into account. The rest of the college's employees sit in the preparation committees year after year, and a copy of the formation is sent to Mr. Prof. Dr. / Vice President of the . University for Education and Student Affairs

Duties of those in charge of examinations

:First: Duties of the band's control chief

- 1- Be present at specific times that are clearly announced so that faculty members can submit question papers easily
- 2- Review the theoretical exam schedules.
- 3- Limiting backwardness courses and requiring departments to take exams for the various courses according to the system in which backward students and students from abroad studied. Taking into account that these students are allowed to take exams according to the system for regular students affiliated with the same regulation
- 4- Review semester and practical transcripts upon receipt from the course coordinator and do not accept them unless they are in Arabic, in whole numbers without fractions, and signed by the correcting professors. Professor Dr. is the head of the department
- 5- Emphasis is placed on the faculty members to announce the semester and practical worksheets to the students before handing them over to the control
- 6- Receiving answer books for various courses from the examination administration well before the examination date
- 7- The following shall be delivered to the chairs of the committees well before the start of the exam:
 - Envelopes of exam papers prepared and sealed by the course instructor
 - Exam instructions received from the course instructor, if any



- A fixed telephone number and a mobile number to enable you to contact the course professor when needed
 - In the event that the faculty member responsible for the examination hall is absent due to circumstances beyond his control, the head of control shall assign another member of the control to fill this void
- 8- Fill out the daily report form on the progress of exams
 - 9- Visiting the examination committees responsible for them to ensure the proper conduct of examination work
 - 10- Care must be taken to apply what is stated in the Universities Organization Law and its executive regulations regarding cases of cheating and rioting, and it must also be taken into account that the investigation of students is carried out by a member of legal affairs
 - 11- Receiving the answer sheets after the end of the exam from the committee heads.
 - 12- Handing over the answer books to the course professor or to his representative on the same day of the exam, taking care to obtain the signature of the correctors when submitting the answer sheets in records prepared for this purpose, indicating the name of the course, the number of papers, the date of submission for correction, and the date of returning them to the control unit, provided that the papers are corrected within the university
 - 13- Informing the college of the dates for receiving and delivering the answer sheets, the names of the correctors, and the number of papers
 - 14- Receiving written tests for band courses
 - 15- Ensure that the question papers for each subject are placed in envelopes containing all the data for the band's subject for the day
 - 16- Ensure that the numbers of students in the various committees match the preparation of the question papers contained within the group's envelopes
 - 17- Receive a list of band students' names approved by the Student Affairs Department indicating the following
 - New students and remaining students for repeat
 - Students who are deprived of taking the exam

- .Students' seat numbers are written next to their names
- 18- Deliver the envelopes of question papers for the subject according to the schedule announced to the head of the band committees on the morning of the examination day for this subject, with a receipt indicating the number of each committee, the number of students in it, and seat numbers
- 19- Receiving a copy of the students' attendance and absence records for each subject separately immediately after the exam
- 20- Setting the secret numbers for students' answer books
- 21- Prepare a schedule for the faculty members and group control members, indicating the times of their presence in the control room to receive subject correctors and carry out the delivery process in the correction halls
- 22-:Prepare receipts for the following
 - Hand over the envelopes of questions for the subject on the day of the theoretical exam to the head of the band committees on the morning of the exam
 - .Delivering answer sheets to faculty members responsible for marking work
- 23- .Ensure the progress of correction work
- 24- Students' answer booklets for theoretical exams are not received from the graders unless they are attached to the answer form signed by the course exam committee
- 25- Ensuring the correctness of the marking review carried out by the control members, as well as the correctness of the grades on the notebook and calculating their total
- 26- Supervising the monitoring of theoretical exam grades, creating statistics on the results of each course separately, and taking appropriate action according to the statistical results
- 27- Receiving transcripts of grades for oral and clinical exams and supervising the monitoring of these grades
- 28- Disclosing the confidentiality of theoretical exam answer sheets and supervising the final monitoring process
- 29- .Reviewing the monitoring processes for all theoretical, clinical and oral course exams
- 30- .Supervising the work of finalizing the band's result and approving it before announcing it



- 31- Providing the head of the examination organizing and follow-up committee (Dean of the College) with a report

:Second : Duties of the control member

- 1- Be present at the committees about half an hour before the exam time to receive the exam papers and answer sheets from the control chief in sealed envelopes
- 2- Permanent presence in the committees throughout the examination period
- 3- Do not allow any student to enter after half an hour from the beginning of the exam, and keep him/her and inform the head of control, because this requires the approval of the Professor, Dean of the College, and the Vice Dean for Education and Student Affairs
- 4- Ensure that the students' mobile phone is not available, even if it is switched off
- 5- If there is no student's name in the name folder, please do not add his name and refer to the student affairs representative to check his status
- 6- Sign the control stamp on the answer booklets during the exam.
- 7- Do not hide student data on the answer booklets until after receiving the booklets from the committee observers according to the attendance and absence lists
- 8- One hour after the start of the exam, one of the control members will tally the absences and receive the excess answer sheets, which will then be delivered to the control chair
- 9- Do not allow any student to leave the exam before no less than half of the exam time has passed.
- 10- Submitting and receiving the answer sheets from the head of control
- 11- Submitting and receiving answer sheets from the corrector
- 12- Follow up on the correction process and ensure that all parts of the questions are corrected
- 13- Verify the correctness of the correction
- 14- Verifying the accuracy of transferring grades from within the answer booklet and signing the correctors
- 15- Make sure to collect the grades on the notebook
- 16- Receive transcripts of practical and clinical grades, if any, and ensure compliance with the systems and rules of these examinations within the college



- 17- Carrying out the process of entering students' data and grades for the various tests for each course, after the theoretical answer sheets have been declassified by the head of control
- 18- Carrying out the work of preparing the final result, reviewing it, and presenting it to the head of control

Third: Duties of the Chairman of the Academic Band Examinations

:Committee

- 1- Visit the exam halls and ensure that the number of students is proportional to the space lighting and ventilation
- 2- Ensure that the group's examination schedule is set, including the locations of the committees, the distribution of students among them, and the examination dates
- 3- Ensure that the halls for band exams are prepared and review the seating numbers of students
- 4- Band lists approved by the Student Affairs Administration
- 5- Ensure that the instructions for each committee are placed on a board next to it and include
 - A) The band's exam schedule
 - b) Instructions to be followed in written tests
 - c) The names of the committee chairman, observers and observers
 - d) Practical exam schedule
- 6- Ensure that the answer papers are prepared and prepared, verify their number and approve them with the college's stamp
- 7- Ensure preparation to receive mobile phones from students outside the committees by ensuring preparation
- 8- The lists prepared for this purpose and the schedule of employees responsible for this and their distribution to the committees
- 9- There is a place to put students' books or notes outside the committees
- 10- Organizing the work of practical tests, if any, and creating a special file for them that includes the following
 - A) Specific dates for holding practical tests

- B) A copy of the student distribution lists to the various committees
.C) Distribution of faculty members as examiners to the committees

▪ **Electronic correction of objective questions and manual correction of essay questions**

:First: Electronic correction

-) Correct the answer sheets electronically, if available bubble sheet at ,(the Measurement and Evaluation Unit using a specialized scanner or correct with the Remark program according to the type of answer sheets used in solving the exam, provided that the papers are delivered accompanied by a control member for immediate electronic correction
- The Measurement and Evaluation Control Unit receives an electronic file . containing the exam results if the correction was in the Remark program

: Second: Manual correction

- The competent controller delivers the answer papers to the course ,professor in the correction hall immediately after the end of the test provided that they are returned corrected within a week from the date of their submission.
- The control follows up with subject teachers to obtain answer sheets after correction.
- No answer booklet will be released from the relevant control unit after receiving it from the course professor for any reason.

:Correction mechanism

- .Essay questions are corrected by course professors
- .The subject will be corrected within a week from the date of the exam

- ,The subject professor corrects, places the grade next to each question signs next to each question, and produces the question grade from inside to outside in the place designated for it on the home page. He also signs next to the questions outside, collects the grades, and transcribes them .in Arabic
- The course instructor must follow fairness in accordance with the :announced grading rules by
 - .Having more than one proofreader for the paper
 - .Distribution of marks on the parts of the question
 - Guided by an answer model (graded rubrics scale (

:The control review stage for collecting and monitoring grades

: Review mechanism

The answer booklets are reviewed on a virtual basis in terms of the presence of pages that were not looked at, or the presence of answers that are not in their . order and that were not paid attention to

- The process of reviewing grade monitoring from inside the notebooks to the outside is carried out by the control members responsible for the .subject and reviewing the collection and division
- It is sometimes permissible for the subject coordinator to collect grades .from the notebook and cross-reference them
- Subject grades are monitored by the responsible control member in the .grade sheets
- .Subject grades are given to students
- The control officer reviews with the subject control officer the monitoring .of subject grades from notebooks to grade sheets and reviewing grades

- The control head then reviews the material with the control officer in the same manner
- The review committee responsible for control also reviews grades from notebooks to transcripts and reviews grades
- In the event that there are grades for the year's work or grades for the practical or oral exam, they are monitored from their transcripts to the grade sheets, then the grades for the year's work, oral, practical, and written are collected and the final total is placed

Considering results that deviate from the general average for the level/band result

- After reviewing the examination results, the General Examiners Committee must consider the results that deviate from the general average level/band result
 - If the committee is convinced of the discrepancy, the committee can raise the general success rate in each subject separately, guided by the regulations governing that at the college
 - The committee must write a report explaining the rationale for raising the passing percentages in a subject. This report must be signed by the committee members and approved by the college council or its delegate
 - The College Council will discuss at its earliest session the decisions of the Examiners Committee to issue general recommendations in this regard
- The head of the relevant department studies such cases in the nearest department council until the rest of the members become aware of such observations

: The stage of preparing the final results

- The grades and estimates of all subjects are then recorded in the final result sheet and are reviewed by the head of control, then the review committee, then the relevant college dean
- Taking into account the application of regulations and instructions for clemency and appreciation committees
- The result is signed by the faculty members of the control, the official and head of the control, and the review committee
- Detailed statistics are prepared for each subject, including the following
 - Numbers of applicants for the exam
 - Number of attendees who took the exam
 - Number of excused absences
 - Number of unexcused absences
 - Number of deprivation
 - Number and percentage of successful people
 - The number and percentage of those who failed
 - The number of people who received each success rating and their percentage of the number of attendees
- Suspension of registration is not counted among those taking the exam
- Taking into account the text of Article 353 of the Laws Regulating Student Activities and Participation of the Universities Organization Law which states: "The absence of students participating in activities shall be lifted and they shall be compensated for lectures, scientific classes, and examinations during the period of their participation in official activities at the university, college, or institute level, whether at the local level." "or "international
- The overall result statistic is done in the same way as the detailed statistic, but on the total of the band



- The detailed and complete copy of the results and statistics is sent to the college dean for education and student affairs for approval by the Student Affairs Committee and then the College Council

: Results announcement stage

- A copy of the result is delivered to the Student Affairs Department to be ,announced to the students, whether by telephone, through the university .on paper within the college, or electronically

: After announcing the results

: Grievances

Announcement of the examination results grievance mechanism: date and . place for applying and receiving the response

Committees are formed by the Vice Dean for Education and Student Affairs to re-monitor grades by reviewing grades for the year's work and all semester tests and assignments on the transcripts delivered by the course professor along with what was monitored electronically on the computer or on the control sheet. Also review the answer booklet and ensure that the grades inside the booklet match the grades on the outer cover, review the summation for each question and for all questions, and ensure that the grade that the student obtained on the booklet is the same as stated in the result statement or not. Also, it is ensured that all elements of the questions are corrected and called. The subject teacher to correct what was not corrected after returning the confidentiality to the answer . sheet

: General instructions to ensure the integrity of the tests

- ,An apology for participating in the examination work of a faculty member their assistants, or those working on committees (relatives up to the .(fourth degree, whether by lineage or affinity
- Taking into account confidentiality, accuracy, honesty, fairness, and :commitment to implementing instructions in all stages of the exam .preparation - implementation - correction - feedback - grievances
- All participants in examination work understand their assigned tasks, are serious about their work, and have the ability to deal with crises, manage .time, and work in a team

Compassionate rules

The rules of clemency are applied in the university's colleges in

:" accordance with the following controls

- 1- do not apply to credit hour programs and are limited to traditional two-semester programs only Academic studies and open education programs to be .implemented at the end of the semester The second of every year
- 2- The maximum leniency grades shall not exceed (2%) of the total final grade for the courses in one year, without taking into account backwardness courses in the university's faculties. As an exception to this, the maximum leniency grades shall not exceed (3%) for the faculties of (Arts) . – Law – Commerce – Literary (Departments in the Faculties of Girls and Education
- 3- In order for the clemency rules to be implemented, their application must lead to changing the student's status from failing to fully passing, or being transferred to the higher division with one or two subjects as a maximum, or entering the second . round exam

¹ .Decision of the University Council, Thursday session 11/3/2022 (

- 4- It is permissible to raise one or more subjects to a maximum of (2%) of the subject's maximum grade automatically, even if this does not result in a change in the student's status from failing to passing, provided that this leads to the student's success in this subject or subjects without resorting to the degrees of leniency mentioned in the clause . (2)
- 5- :Clemency is excluded in the following articles
- If the student obtains less than 30% of the exam Final written (for materials that include a theoretical part and a scientific part or applied materials
 - In the event that the student obtains less than (35%) of the exam score Final .editorial for theoretical materials only
- 6- The clemency rules are applied without a maximum limit on the number of subjects, provided that the priority of application of the clemency rules is given to the subject that needs a lower number of grades (i.e., the closest to success in the .subject) and then the subject that needs a higher number of grades
- ,When the need for the same number of grades in two subjects is equal
compassionate grades are applied to the subject that requires the lowest
percentage of the total final grades in the event that the maximum grades for the
.two subjects differ
- However, in the event that the high end for two subjects is equal and the study in one of them is theoretical only and in the second theoretical and practical, the priority in applying the compassion grades is for the subject that has a scientific aspect. In other cases, the compassion grades are applied according to the priority .determined by each college with those responsible for it UMS College of .Computers and Information
- 7- Compassionate grades are awarded to the student each year independently of the previous or following year, with the exception of students who take the second

round exams , as the compassionate grades they obtained in the first round are . deducted from the basket

:Second: Lifting rules

The rules for raising the cumulative total will be canceled as of the batch of students .enrolled in university colleges in the academic year 2022/2023

:Third: Rules of compassion for students subject to expulsion

,For students who are subject to expulsion due to exhausting the number of failures :internally and externally, the compassionate rules must be applied as follows

- 1- Students are granted clemency grades up to a maximum of twice the normal .clemency grades stipulated in Clause One
- 2- It is required that the grade obtained by the student is not less than 25% of the final written examination grade (for subjects that include a scientific part and another or applied subjects) or of the final written examination grade (for .(theoretical subjects only

:Fourth: Raising grades granted by examiners' committees

Taking into account what is stated in the text of Article 71 of the Executive Regulations of the Universities Organization Law No. 49 of 1972, the application of grades decided by the Committee of Examiners is limited to students who fail only and not to other students .who succeed in the subject

:Fifth: General rules

- 1- A copy of the rules of clemency and removal shall be delivered by Mr. Professor ,Dr. / Vice Dean of the College for Education and Student Affairs to the Controller .sign with knowledge and take the necessary action



- 2- It is not permissible to amend the rules of clemency and removal without the approval of the University Council

Disciplinary system

Article 123 - Registered and affiliated students and those licensed to take an exam from abroad and listeners are subject to the disciplinary system described below

Article 124 - Any violation of university laws, regulations, and traditions is considered a disciplinary violation

:In particular

1. Acts that violate the system of the college or university facilities
2. Disruption of study, incitement to it, or deliberate abstention from attending lessons, lectures, and other university work that the regulations require attendance at
3. Every act that is inconsistent with honor and dignity or is contrary to good behavior inside or outside the university
4. Any disruption to the order of an exam or the calm necessary for it, and any cheating in an exam or any attempt to do so
5. Any destruction or waste of facilities, equipment, materials, or university books
6. Any organization of associations within the university or participation in them without prior authorization from the competent university authorities
7. Distributing flyers, issuing wall newspapers in any form in colleges, or collecting signatures without prior authorization from the relevant university authorities
8. Picketing inside university buildings or participating in demonstrations that violate public order or morals

Article 125 - Every student who commits cheating in an exam or attempts to cheat and is caught in the act will be removed by the dean or his representative from the exam



committee and prohibited from taking the exam in the rest of the subjects. The student will be considered to have failed all the subjects of this exam and will be referred to the disciplinary council.

In other cases, the exam shall be invalidated by a decision of the Disciplinary Council or the College Council, resulting in the invalidation of the academic degree if it was awarded to the student before the fraud was detected.

:Article 126 - Disciplinary penalties are

(1 Warning verbally or in writing. 2) Deprivation from attending classes in one of the courses for a period not exceeding one month. 3) Deprivation from some student services. 4) Deprivation from attending classes in one of the courses for a period not exceeding one month. 5) Dismissal from the college for a period not exceeding one month. 6) Deprivation from taking an exam in one or more courses. 7) Suspension of the student's enrollment. For a master's or (doctoral degree for a period not exceeding two months or for a semester. 8) Cancellation of the student's exam at one or more headquarters. 9) Dismissal from the college for a period not exceeding one semester. 10) Deprivation of the exam in one semester or more. 11) Deprivation of the student Registration for a master's or doctoral degree for one or more semesters. 12) Dismissal from the college for a period of more than one semester. 13) Final dismissal from the university. The dismissal decision is communicated to the other universities and results in the student being ineligible for enrollment or taking exams in the universities of the Arab Republic of Egypt.

An order may be made to announce the decision imposing disciplinary penalties within the college, and the decisions must be communicated to the student's guardian. The decisions issued imposing disciplinary penalties, except for the verbal warning, shall be kept in the student's file. The University Council may reconsider the decision issued regarding final dismissal after at least three years have passed from the date of issuance of the decision.

:Article 127 - The bodies competent to impose penalties are

1. Professors and assistant professors: They have the right to impose the first four penalties indicated in the previous article for what students commit during lessons, lectures, and various university activities
2. Dean of the College: He has the right to impose the first eight penalties indicated in the previous article. In the event of disturbances or disruption of order caused by him or fear of irregular study or examination, the Dean of the College may impose all the penalties indicated in the previous article, provided that the matter is presented within two weeks from the date of signing the penalties to The Disciplinary Council if the penalty is final dismissal from the university, and the university president, in relation to other matters, must consider upholding, canceling, or amending the penalty
3. The President of the University: He has the right to impose the penalties described in the previous article, except for the last penalty, after taking the opinion of the Dean of the College. He has the right to prevent the student referred to the Disciplinary Board from entering the university premises until the day specified for his trial
4. Disciplinary Council: It has the authority to impose all penalties

Article 128 - No penalty from the penalties mentioned in Clause Five and beyond of Article shall be imposed except after the student has been thoroughly investigated and his (126) statements have been heard regarding what is attributed to him. If he does not appear on the date specified for the investigation, his right to hear his statements shall be forfeited, and the investigation shall be undertaken by someone appointed by the Dean of the College

The faculty member assigned to investigate the student may not be a member of the disciplinary council

Article 129 - The decisions issued by the competent bodies to impose disciplinary penalties in accordance with Article (127) shall be final

However, it is permissible to object to the decision issued in absentia by the Disciplinary Council within a week from the date of its announcement to the student or his guardian. The



decision is considered in person if the request to attend was announced to the person of the student or his guardian and the student fails to attend without an acceptable excuse.

The student may file a grievance against the decision of the Disciplinary Board with a request to be submitted to the University President within fifteen days from the date of being informed of the decision. The University President shall present any grievances submitted to him to the University Council for consideration.

: Question banks

Question banks are a safe place in which various groups of questions with different levels of difficulty are placed to estimate the ability of individuals. It is easy to withdraw or add a group or a number of different standardized questions, that is, those that have distinct and known psychometric properties such as: the difficulty coefficient and the discrimination coefficient . And the effectiveness of the distractions, as well as the veracity and stability of the vocabulary, which is classified according to the units of the course and according to the mental cognitive levels required to be performed while answering them in a way somewhat similar to organizing and indexing books. This classification enables us to know each question, the objective it measures, and the field it presents.

the item pool , as the latter consists In this way, the question bank differs from of a huge collection of test items whose wording has been reviewed and classified according to the course units and topics and has not been graded, meaning the psychometric properties of these questions have not been calculated . Thus creating a question repository is the first step in creating a question bank

:The importance of question banks

- 1- Achieving objectivity in evaluating students' academic achievement is the primary goal of question banks, and achieving it depends on the philosophy of measurement and the extent of accuracy in formulating and analyzing questions and determining their statistical and educational specifications.
- 2- Providing the opportunity to measure higher mental processes that have long been overlooked in assessing student achievement, due to the wide range that the question bank can cover in terms of course content or in terms of different cognitive levels.
- 3- Improving methods and techniques for evaluating learners' academic achievement by using tests drawn from question banks that have certain specifications and characteristics and have high levels of honesty, consistency, and objectivity.
- 4- Assisting in the continuous development and modification of the teaching and learning processes to achieve the desired educational goals.
- 5- Save time and effort and reduce the high financial cost by using various tests in terms of the way vocabulary is presented, its wording, its content, its level of difficulty, and its ability to distinguish between individuals.
- 6- Introducing faculty members to the procedures for formulating objectives, content analysis methods, and the method of formulating test items with specific specifications and relative weights for both objectives and contents.
- 7- Flexibility of measurement, as it is easy to create any test at any time quickly and easily, and perhaps create several different versions of the same test. This does not affect the objectivity of the measurement as long as the questions are graded and placed in one bank. Students' performance can also be compared no matter how different the tests are.

and in different years - especially In case of relying on the single response
.theory in building the question bank

:Question bank systems

1. :Open question bank

- the vocabulary ,that is , formative evaluation processes , and diagnostic evaluation
. used during the explanation of the course
- Faculty members can rely on it for formative or formative evaluation and selecting
.test vocabulary that suits various educational situations

2. :Closed or secret question bank

- It is used in preparing final evaluation tests at the end of the academic year, or the
. end of the semester
- vocabulary in this bank is confidential and only those responsible for preparing The
. the exams can access it

:Stages of building question banks

1. .The planning stage of building the test
2. .Implementation stage (formulating questions and reviewing them)
3. .Experimentation and analysis stage
4. Implementation stage and preparation of improvement and development
.plan

:First: The planning stage for building the test

1. **Determinethe ILOs .for the course**
2. **:Analysis of the academic content of the course**

- أ. Formulate sub-goals for each topic
- ب. Linking subgoals to the cognitive levels of Bloom's taxonomy
- ت. Determine the type of test item appropriate to measure the sub-goal

3. Preparing specifications tables

First: Determine the cognitive educational objectives(ILOs) :

The following is Bloom's classification of cognitive educational : objectives according to ascending stages of development

1. Recall level
2. Level of understanding
3. Application level
4. level of analysis
5. Installation level
6. Calendar level

It is noted from this hierarchical classification that these levels range from simple to complex, and that each level depends on the previous level and is the .basis for the next level

The following table shows what each of these levels expresses and the words that are used with it when formulating educational objectives, giving some .examples

Examples	Actions	expresses	the level
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<p>The student should mention the .definition of drawing scale</p> <p>The student should mention the .criteria for objective questions</p> <p>The student should write the steps for .building a question bank</p> <p>The student determines the levels of .cognitive goals</p> <p>The student should list the types of .objective questions</p>	<p>Mentions ed</p> <p>He writes</p> <p>He specifies</p> <p>Enumerate</p> <p>Known</p>	<p>The student's ability to retrieve previously learned information without any modification or action on it</p> <p>:Such as</p> <p>,names, dates</p> <p>,places, facts</p> <p>.terminology</p>	<p>memory</p>
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<p>The student translates a sentence .from Arabic to English</p> <p>The student explains the concept of .drawing scale</p> <p>For the student to predict the effects ...of</p> <p>...The student explains the phenomenon</p> <p>The student should explain the reason .for the high prices</p> <p>To give the student an example of a .goal from the levels of remembering</p>	<p>Translate</p> <p>He</p> <p>explains</p> <p>predict</p> <p>Concludes</p> <p>Explains</p> <p>He</p> <p>explains</p>	<p>The student's</p> <p>ability to</p> <p>understand</p> <p>the meaning</p> <p>of previously</p> <p>learned</p> <p>,information</p> <p>and to</p> <p>express it in</p> <p>different</p> <p>,forms</p> <p>including</p> <p>translation</p> <p>from one</p> <p>form to</p> <p>,another</p> <p>,interpretation</p> <p>.or conclusion</p>	<p>Understanding</p>
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<p>The student solves a problem using ...the theory</p> <p>The student draws a layout using adrawing scale</p> <p>The student extracts a present tense .verb from the paragraph</p>	<p>applied</p> <p>Solve</p> <p>Calculates</p> <p>Uses</p> <p>Show</p> <p>He paints</p> <p>He hires</p> <p>Extracts</p>	<p>The student's ability to apply previously learned information in new .situations</p>	Application
<p>...The student should compare between ...and</p> <p>The student should distinguish between facts and opinions stated on a .topic</p> <p>The student summarizes a specific .topic in five lines</p>	<p>Analyse</p> <p>Summariz</p> <p>es</p> <p>Comparin</p> <p>g</p> <p>Differenti</p> <p>ates</p> <p>He</p> <p>distinguis</p> <p>hes</p> <p>Classified</p>	<p>The student's ability to analyze the educational material into its basic ,elements which includes analyzing principles and relationships</p>	Analysis

<p>The student will write a short story ...about</p> <p>The student should write a topic ...about</p> <p>The student should write a pleading to ...defend an accused in light of</p> <p>For the student to suggest solutions to .a problem</p> <p>The student proposes a research plan .for a topic</p> <p>...The student will design a model for</p>	<p>write</p> <p>He writes</p> <p>Suggest</p> <p>Design</p> <p>Innovates</p>	<p>The student's ability to combine elements to form something .new</p>	Installation
<p>The student must conduct scientific .research in his field of specialization</p> <p>For the student to criticize an .opinion/something</p> <p>The student should evaluate the role of student activities in developing .students' skills</p> <p>For the student to present his opinion .on a topic</p> <p>For the student to discuss the pros and ...cons</p>	<p>Lives</p> <p>He saves</p> <p>Justifies</p> <p>Provides an opinion</p> <p>Refutes</p> <p>Discusses the</p>	<p>The student's ability to make a judgment about the value of .something</p>	Calendar

An illustrative table of how to formulate educational objectives for each level

- :Criteria that must be met when formulating objectives

- The goal must be measurable and can be turned into a question on the test
For example, when formulating objectives, it should be taken into account that the verb used can be measured in the achievement test, and the question can be formulated with the imperative verb from it. For example the verb “memorize” cannot be used because it cannot be transformed into a question using the imperative verb “memorize,” and likewise the verb “understand” cannot be used. “Understand” because it cannot be turned into “a question using the verb “understand
- The goal should measure only one learning outcome
- The goal should focus on the cognitive aspect, which includes the six levels of Bloom's taxonomy

:Second: Analysis of the academic content of the course

,In which the academic content is analyzed into topics and sub-elements, that is accessing the course vocabulary, or in other words, enumerating the basic information in the course, formulating procedural sub-objectives for each of them, linking them to the six cognitive levels of Bloom's taxonomy, and determining the type of test item that is appropriate for measuring each determining the difficulty of the vocabulary and objective, as well as On distinguishing it in the first stage based on the experience of the faculty member . in determining the value

The following table shows the method of analyzing the general objectives of the course into sub-objectives and then formulating the test items and determining : their level of difficulty

Degree of difficulty of the item	Test single	Type of test unit	Cognitive level	-Sub procedural objectives	Targeted learning outcomes	the topic
	-1	-1		-1	-1	-1
	-2	-2				
	-3	-3				
	-4	-4				
	-5	-5				
	-1	-1		-2		
	-2	-2				
	-3	-3				
	-4	-4				
	-5	-5				
	-1	-1		-3		
	-2	-2				

	-3	-3				
	-4	-4				
	-5	-5				
	-1	-1		-4		
	-2	-2				
	-3	-3				
	-4	-4				
	-5	-5				
	-1	-1		1	-2	
	-2	-2				
	-3	-3				
	-4	-4				
	-5	-5				

- :Benefits of content analysis

- .Preparing weekly and quarterly study plans
- .Deriving teaching objectives and preparing appropriate activities

- .Achieving comprehensiveness and balance in achievement tests
- .Testing appropriate strategies and teaching methods
- .Detecting the strengths and weaknesses of the course
- .Testing appropriate educational methods

Third: Preparing Blue Prints specifications tables :

:Definition of specification tables

A number of tables help in taking a representative sample of the content, that is, taking a sample to represent the topics and levels of objectives in a balanced manner

It consists of detailed diagrams (two-dimensional tables) that link the basic elements of the content to the learning outcomes and sub-levels, and determine the relative importance of each

:Importance of the specifications table

- The table of specifications serves as a guide to the process of constructing the test. It helps the course instructor in constructing the test so that its content is identical to the table of specifications or as close to it as possible
- Achieving balance in the test, and ensuring that it measures a representative sample of the teaching objectives and the content of the subject in which achievement is intended to be measured
- It achieves the required comprehensiveness in each test, allowing coverage of all content elements or topics taught, as well as various cognitive skills

- .Achieves high validity of the test

-:Types of specification tables

1. Verbal specifications table

.Categorize each goal according to cognitive level and topic

Numerical specifications table .2

.The verbal table is converted into a numerical table by replacing the goals with their numbers

Table for determining the relative weight of goals .3

.The criterion used is the number of goals, and the opinions of experts are used

Table for determining the relative weight of topics .4

.The criterion used is the number of pages/number of lectures

Table for determining the relative weight of cells .5

The criterion used is the relative weight of both the goal level and the topic to which the cell belongs

Table specifying the number of questions .6

The criterion used is the total number of questions for the test and the relative weight of each cell

The following is an illustrative example of how to prepare :specifications tables for a study unit

Suppose that we want to put an objective test consisting of thirty questions on a study unit, and this unit consists of three topics, and each topic contains a set of objectives that measure remembering, understanding, and application. Using specification tables will help us determine the number of questions to include in each lesson, as well as the number of questions for each level of objectives overall and in each lesson

- :First: Verbal specifications table

Objectives for each topic are written

application	to understand	to remember	Objectives Topics
The student ...should calculate	To explain to the ...student	The student ...should mention	1
.....	For the student to ...know	2
.....	3

:Second: Numerical specifications table

.The number of goals that were written in the previous table is written

the total	application	to understand	to remember	Objectives Topics
13	4	3	5	1
9	4	2	3	2
14	5	5	4	3
35	13	10	12	the total

...The column sum is used in the following table

- :Third: Table for determining the relative weight of goals

The criterion of the number of goals or the opinions of experts can be relied upon to determine the relative weight of the goals. In this example, the .number of goals will be used as a criterion

Relative weight of goals	Number of goals	Objectives
$34.28 = 100 \frac{12}{35}$	12	to remember
$28.57 = 100 \frac{10}{35}$	10	to understand
$37.14 = 100 \frac{13}{35}$	13	application
%100	35	the total

The formula used: Part/whole x 100

.Approximately 37% of the test questions will measure application level

:Fourth: Table for determining the relative weight of topics

- :The relative weight of topics is calculated in more than one way, including

-:First method

Determine the number of objectives in the academic subject, then divide it by the total number of objectives for the subjects and multiply the result by 100 .

-:The second method

Determine the number of hours or lectures scheduled to teach the subject, then divide it by the total number of course hours and multiply the result by 100.

.This method will be used in this example

Relative weight of topics	The number of hours	the topic
$33.33 = 100 \frac{3}{9}$	3	1

$22.22 = 100 \times \frac{2}{9}$	2	2
$44.44 = 100 \times \frac{4}{9}$	4	3
%100	9	the total

The formula used: Part/whole $\times 100$

.Approximately 44% of the test questions will be on Lesson 3

:Fifth: Table for determining the relative weight of cells

the total	application	to understand	to remember	Objectives Topics
33.33				1
22.22				2
44.44				3
%100	37.14	28.57	34.28	the total

:To calculate the relative weight of each cell we use the following law

$$\frac{\text{رأسي } x \text{ أفقي}}{100}$$

:Sixth: Table for determining the number of questions

().After calculating the relative weight of each cell in Table No5 the number ,

:of questions in each cell is calculated according to the following law $\frac{n \times x}{100}$

Where n: the total number of test questions. We assume that the number of test questions is 30. Question

g: the relative weight of the cell

:Steps to standardize test vocabulary in the question repository

1. Applying vocabulary to experimental samples of students
2. Analyzing students' answers for each item to determine its statistical properties, such as coefficients of ease, difficulty, discrimination, stability and effectiveness of distractors for multiple test questions
3. Considering bad terms according to their statistical properties, then either modifying their wording or deleting them and replacing them with others
4. Preparing the final image of the bank by classifying the vocabulary according to the course topics and the cognitive and mental levels that it measures and arranging them according to their level of difficulty

After completing the codification procedures, the modified vocabulary is stored in the computer according to a specific database, where the computer can be used quite easily to select questions from the bank according to specific specifications

which is ,Therefore, the question bank goes through a frequent updating phase :

- Create a question bank
- Test mode
- Application tests
- Statistical analysis of the results
- Make adjustments according to the results
- ...Come back again to create the question bank



You can view a collection of videos about the Correct system for implementing electronic tests and managing question banks through the following link

<https://youtube.com/playlist?list=PLGemdUhlI8R6cEGxrpSFSBYud6lVkuL7>

The ethical charter for the measurement and evaluation system

Every member of Ain Shams University is fully responsible for applying the standards of the Ethical Charter for Measurement and Evaluation at Ain Shams University, as the university values all the values and principles that the Egyptian society in general and the university community in particular urge us to implement.

The nature of the ethical charter for measurement and evaluation at Ain Shams University

The Ethical Charter for Measurement and Evaluation at Ain Shams University is a set of values, ethics, and professional and ethical responsibilities based on legal foundations that the university administration believes in. All members of the university must abide by what is stated in it, along with the rights that all



university employees must know and know the relevant authorities. The . specialty they can turn to to help them if they need it

Standards of the Ethical Charter for Measurement and Evaluation at Ain : Shams University

- **Academic integrity: Academic Integrity**

The concept of academic integrity is the governing philosophy of the following document. Academic integrity refers to the existence of a relationship based on honesty between the professor and his students. He conveys information to his students with all credibility and in all possible ways until he is sure of their understanding and comprehension of it, and then trains them on how to measure and evaluate it until the main goal of the educational process is achieved. It is building a balanced personality suitable for bearing the name of the prestigious Ain Shams University. The means and methods of measurement and evaluation and the university examination process are the last gate that the student must cross in order to finally reach the labor market. Therefore, the administration of Ain Shams University sees the necessity of verifying all components of academic integrity to achieve that : goal. Academic integrity consists of five values

- Honesty, trust, fairness, respect, and responsibility. All of these values come together to form clear behavioral principles that contribute to achieving the desired image of Ain Shams University and work to raise its status. Academic integrity is of great importance not only to higher education institutions, but also to the entire community, as it affects the community's vision of Ain Shams University, its perception of the level of the university's graduates, the psychological and moral structure, and the .value system of students as tomorrow's leaders



Ain Shams University urges all its employees in general and those responsible for the educational process in particular to adhere to the highest standards : of academic integrity. Therefore, the university takes it upon itself to

- Providing a fair academic environment during any dealings between members of the university community, including students, faculty, and administrators
- Clarifying the responsibilities of each individual within the university
- Clarifying the consequences of not implementing everything stated in this charter, as it constitutes a lack of respect for the vision of Ain Shams University

: The most important standards for achieving academic integrity are

- **:Honesty**

It means ensuring honesty during the teaching and examination process and while collecting information when writing research papers

- **:trust**

Ain Shams University believes that a healthy relationship between professor and student, and professor and administration, is based on mutual trust in all parties, as it is the first basis until proven otherwise

- **:Justice**

Justice means applying rules and procedures during the evaluation and examination process without bias towards color, religion, gender, race, or a specific college. All university students are equal

- **:Respect**



Respecting different viewpoints regarding science to encourage academic
. creativity and innovative research on the Ain Shams University campus

- **:the responsibility**

The faculty member must bear the examination work entrusted to him by the
university administration, in addition to the student bearing responsibility for
. all information contained in research papers and examination papers

: Examples of failure to adhere to academic integrity

There are a wide range of actions that must be avoided to achieve a
:commitment to academic integrity, such as

- **: Cheating_**

It means using any unauthorized means, paper or electronic, or in any form
containing information during final exams, the electronic evaluation, or during
.the submission of semester work on the university's various platforms

- **Exceeding the permitted similar ratiosPlagiarism**

,Submitting semester work in any form (research, articles, graduation project
etc.) without investigating or mentioning the references used or transferring
information to students, as the works submitted by students are compared
. through similarity detection programs with global databases

- **of results:**

This includes distorting or falsifying the results of submitted research or
references, in addition to not adhering to university rules, ethics, and norms
while collecting research data. Forgery of signatures, papers, and
. correspondence also falls under this element



- **Submitting more than one copy of the same workMultiple Submissions :**

Submitting the same research paper in more than one course without the faculty member's permission, which creates inequality and the student gets a grade in more than one place

- **Failure to observe intellectual property rightsCopyright infringement**

It refers to the use of paper, visual or audio data in a way that violates and does not respect international intellectual property rights laws

- **Obtaining unfair advantage :**

1. Access to formative or final exams ahead of time by anyone other than the course professor
2. Submitting research papers collectively without seeking permission from the course instructor, especially if they are done individually
3. Circulating or distributing previous years' questions and exams without permission from the course instructor is considered a leak of the question bank
4. Preventing classmates from submitting their papers or working especially if the required research is collective
5. Providing in-kind and material gifts to anyone on campus to view exam questions in any type of exam or to change a student's grades
6. Submitting Sunnah work and research papers after the specified time without seeking permission from the subject professor

- **Threateningharm**

It includes threatening any individual on campus (faculty member, supporting staff, administrators, senior management) to leak test results or questions

- **Disclosure of confidential and private information**

Leaking confidential information about students, faculty members, or supporting staff regarding exams and their results during different years

- **Improper exercise of authority and conflict of interest**

Using the administrative position or as a professor of the subject to serve personal interests and whims without applying university regulations and laws.

- **Inconsistent application of the policies**

Treating some students or colleagues unfairly with regard to services, information, or grades in favor of biased rules

- **Personal Preferences Nepotism**

Giving privileges to a group of individuals as a result of a relationship knowledge, or friendship with them, such as passing an exam or a position within a college

:Responsibilities of a university student at Ain Shams University

- Read all the items contained in the Ethical Charter for Measurement and Evaluation issued by Ain Shams University and understand it well
- Commitment to everything stated in the Ethical Charter for Measurement and Evaluation at Ain Shams University at all stages and situations
- Report any case of violation of the provisions of the Ethical Charter for Measurement and Evaluation
- Failure to comply with the regulations and laws that regulate study at the college
- There is no obligation to attend lectures and practical applications .

- engaging in Respecting the rights of others and not assaulting others or .unacceptable behaviour
- ,Do not resort to cheating or attempt it and commit to scientific honesty which means not cheating or stealing from others while writing articles .or research projects
- Maintaining the places designated for examinations designated for his service in the educational process, and preserving all university property .and not tampering with them with the intention of sabotage or damage

: Rights of university students at Ain Shams University

- . students to know the evaluation systems and rules governing exams
- Evaluation methods should be varied and the final test should not be the one that . determines the student's fate
- The student should know the evaluation methods and dates for each .subject, and the percentage distribution of grades for each evaluation
- The exam questions must be within the framework of the curriculum and its contents, and the balanced and logical distribution of grades within .this framework must be taken into account
- .Involving students in setting exam schedules in the courses they study
- Informing students of the penalties for cheating or attempting to cheat on a sign . placed in a prominent place in the college
- ,Announcing the names of students caught in cases of cheating on a bulletin board .along with a statement of the punishment for each student
- .Providing a calm, safe and appropriate environment for conducting exams
- the rules for grading tests, the leniency grades due, and how of Informing students .to evaluate them

- Viewing his grades in the course and the results of the periodic and semester tests he took after completing their marking, as well as reviewing his answers in the final exam and reviewing the answer sheet if necessary in accordance with the university's approved rules and regulations.
- Obtaining feedback after an appropriate time of maximum three weeks in the formative assessment.
- Informing and establishing mechanisms for students to submit complaints about their test results.
- Maintaining the confidentiality of information and complete privacy in everything related to him and not accessing or using his personal information, academic record, personal file and transcript of grades except for authorized persons only.

: Faculty member responsibilities

The faculty member is a major and essential element in the educational process and is one of the most influential elements on university students. Therefore, attention must be paid to the responsibilities that he must know and adhere to to ensure the achievement and establishment of several principles such as justice and transparency.

- Respect university norms, laws and regulations regarding the examination process.
- It enables him to use different assessment methods that he can use with his students.
- Preparing question banks in his specialization subjects.
- Training his students on different methods of evaluation.



- Being able to provide effective feedback to his students at an appropriate time.
- Commitment to everything stated in the measurement and evaluation standards document at Ain Shams University.
- Preparing periodic reports on the results of the tests he conducted.
- It is necessary to inform the college administration in the event of a conflict of interest between the faculty member and students (such as if there is a relative who will take a test taken by the faculty member).
- Maintaining complete confidentiality for all types of questions received in the question bank.
- Maintaining complete confidentiality of student grades and data in all types of assessments, provided that only the student or the college administration can see them.
- Do not accept any gifts, grants, or gifts personally from students to avoid any suspicions.

problems and errors in the measurement and evaluation process

- Lack of clarity in the objectives of the curricula for those who set the questions and the presence of confusion between the objectives, contents and teaching methods. This can be overcome through training courses and the presence of an evaluation specialist with each group of subjects.
- Believing in the difficulty of testing questions or banks, calibrating them and the availability of programs ,
- There may not be a sufficient number of computers and appropriate statistical programs, as well as programs for keeping question banks
- Some people believe that question banks are limited to response-choice questions (objective questions), but this is not true, as question banks can be built from all types of questions, whether objective, essay, or both
- Lack of human cadres trained to formulate question banks and the lack of programs necessary to train them
- Excessive withdrawal from question banks without adding to or modifying them may lead to bankruptcy. To overcome this, the process of renewing the question banks must continue while modifying the vocabulary that was previously used
- Non-trainees find it difficult to write items or questions, as they find it very difficult to differentiate between the types of questions, the techniques of formulating them, and the mental levels that these questions measure
- :The problem of confidentiality and management of question banks responsibilities for maintaining confidentiality must be determined, and the questions and vocabulary used in tests must be changed and not repeated in subsequent tests. Some questions are allowed to be circulated for use in continuous assessment while others are preserved for use in the final assessment

- Some course professors believe that the objective of the objective exam is to relieve faculty members of the work of correction, so they are negligent in setting it without taking into account its types, objectives and standards that must be met
- ,Some colleges continue to make the final exam time only one hour despite the end of the emergency circumstances of the Corona pandemic that led to the University Council issuing a decision to make the exam time only one hour. Hence, some exams do not have enough time to answer carefully or review
- Some colleges believe that the speed in announcing the results is the measure of the success of the evaluation process, and as a result they put only one day between each exam and another, or they make the exams day after day and subject professors rush the correction to the point that some of them finish the correction on the day of the exam itself, especially the last exam. In the schedule in order to announce the results on the next day or the day after the last exam. Despite the fact that all of this has serious harm to the evaluation process, represented by the harm caused to students by not allowing them enough time to review, as well as the lack of accuracy in correction, review and monitoring
- Believing that having many observers in one committee is the best way to prevent cheating, however, the presence of many observers in the committees and their wandering left and right leads to students being nervous and this affects their answers and then the evaluation process
- Some course instructors believe that the goal of the test is to give grades to students only without investing in evaluation to develop the students
- Some course instructors believe that feedback is limited only to presenting the answer model to students



- Some course instructors believe that feedback is provided only to struggling students, so outstanding students are not encouraged and motivated to continue progressing



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