

## DAU 3-24 Examination Technical Requirements Policy

Policy Code	Policy Name		
DAU 3-24	Examination Technical Requirements Policy		
Responsible Executive	Current Revision Date	Next Revision Date	
- Faculty Members - DAU's Final Exam Committee - Colleges Exam Committees	10/2023	10/2027	

### 1. Policy Purpose

This policy ensures that DAU Exams are consistent and measuring the expected learning outcomes and the students' skills.

### 2. Policy Scope

This policy is applied to online and face-to-face Exams in DAU's colleges and academic programs.

### 3. Policy Statement

Students at DAU colleges and programs are evaluated by different Direct Assessment Methods: Written Exams, Written Assignments, Presentations, and Practical Assignments/Projects.

### 4. Policy Procedure

#### Assessment Principles

For all assessment processes, DAU's staff shall carefully watch that the assessment strictly abides to the following principles:

- *The assessment is fair*, in that students are entitled to parity of treatment and comparable assessment demands in models of equal level and credit.
- *The assessment is reliable*, in that the assessment criteria would support independent markers to reach the same judgment on a piece of work.
- *The assessment is valid*, in that the assessment relates to the intended learning outcomes of the course/program studied.
- *The assessment is transparent*, in that the criteria and methods by which students' work is being judged is clear to students, staff and examiners.
- *The assessment recognizes and respects equality and diversity*.

#### Faculty member shall ensure the following when preparing the Assessment

- Determine the general purpose of the assessment.
- Determine the targeted learning outcomes to be measured.
- Determine the content analysis (concepts, terminology, facts ... etc.).
- Determine the time to answer each question.
- Ensure compliance with essay formulation rules and preparer descriptor scales for essay questions.
- Ensure compliance with the implementation of the rules for building objective questions.
- Complying with other Examination instructions set by DAU in (DAU 3-18 Examination Control Policy).

## Final Examination Questions and Evaluation Procedures

### A. Exam Questions Design

- Ensuring that the evaluation methods are consistent with the teaching strategies and the Course Learning Outcomes (CLOs).
- Ensuring that the time allocated for the evaluation process is consistent with the level of the course and the number of accredited hours.
- Each question should be accompanied by the difficulty level (Easy, Medium, Hard), related CLOs, and mark distribution.
- When possible, include the following in exam design:
  - *For Undergraduate students:* Multiple Choice questions (MCQs), true and False Questions shall not exceed 30% as true and false not exceed 10% and 20% MCQs. The other 70% of the exam will be Case studies, Short and Long Essays.
  - *For Postgraduate students:* 100% of the exam questions shall be Essays questions.
  - When formulating Multiple Choice Questions, faculty members shall take in consideration the following:
    - Ensuring that the questions measure higher levels of thinking.
    - The sentence is not transferred as in the book, but rather it is paraphrased.
    - Not giving any sign to help the student identify the correct answer.
    - Ensuring that the question only has one correct answer.
    - Ensuring that the alternatives are logical, reasonable, and relevant to the question.
  - When formulating Essays Questions, faculty members shall take in consideration the following:
    - Time needed to answer the questions.
    - The score assigned to each question is proportional to its importance, as mentioned in the specification table.
    - The questions measure higher-order thinking skills such as analysis and evaluation in addition to cognitive skills.

### B. The Examination Papers Requirements

Ensure that the test paper conforms to the following items for its review, which includes the following:

- All information must be clear (the name and logo of the university - the name of the college and department the time of the examination - the name and code of the course - the date of the test - the name of the course coordinator - the name and number of the student).
- The number of questions listed in the test instructions, as well as the number of questions in the multiple-choice answer books, must be complete and sequential with the actual number of questions on the answer sheet.
- Numbering questions and test pages.
- Ease of reading with no grammatical or spelling mistakes.
- Exam instructions are clear to the student, and they are consistent with each other.
- No repeated questions in the same exam.
- Shapes and graphs shall be legible and the numbers and words inside them are clear.

### C. Exams Evaluation and Grading

- Ensure that there are clear criteria for correction such as checklists - grading ramps - raster matrices for descriptors.
- Review the analysis of the psychometric properties of the test words to ensure their validity and reliability.
- Review the evaluation plan annually to ensure that the intended learning outcomes of the course suit the student. This is documented in the course file and its report.
- Granting the grade to students depends on their achievement of learning outcomes. Clear verbal performance evaluation scales are prepared for each grade, which explain to the student and faculty member the reasons for giving the grade based on the evidence.

- Explain to students the criteria or levels required for each grade, how to use the grading criteria, and the feasibility of achieving it.
- Ensuring the safety and efficiency of the evaluation process used, and using appropriate, honest, and reliable mechanisms to verify the levels (standards) of student achievement compared to the relevant reference points, whether at the internal or external level.

#### D. Securing Exam papers and ensuring confidentiality.

- All faculties in the college / academic department, and those involved in exam preparation, monitoring and correction are responsible for ensuring the security of question papers and students' answer books to ensure the confidentiality of the exams.
- Exam papers, which include questions and answer books, are always secured.
- Exam papers are printed and copied with the number of students who will take the Exam.

#### E. Computer-based Testing (CBTs) Assessment

- All faculties shall take part, cooperate, and jointly be accountable in the development of courses' test-banks.
- Faculties shall consult the course specifications to identify the topics covered within each chapter of the course. Accordingly, they shall develop a matrix that cross references each topic's learning outcomes (TLOs) to the relevant course(s) learning outcome (CLOs).
- Course coordinators are responsible for developing test banks on time and according to the required standards.
- The Heads of Departments shall, in coordination with course coordinators, nominate faculties for the reviewing of courses' test-banks.
- Every semester and for each TLO, faculty shall develop new 6 MC questions, 6 TF questions, 6 short answer questions, 6 short essay questions, and 6 extended essay questions so that each exam has enough random selection. For each of those questions listed categories 2 shall be easy, 2 shall be medium-difficulty, and 2 shall be difficult.
- An estimate of the time-length required for students to complete various question types is outlined in the following table.

Type of question	Time required estimate
True/False (TF) questions	15 - 30 seconds per question
Multiple Choice (MC) questions that are brief	30 - 60 seconds
More complex Multiple Choice (MC) questions	50 - 90 seconds
Multiple Choice (MC) problems with calculations	2 - 5 minutes
Short Answer (one word)	30 - 60 seconds
Short Answer (longer than one word)	1 - 4 minutes
Short Essays	15 - 20 minutes
Data Analysis/Graphing	15 - 25 minutes
Extended Essays/Case Studies	35 - 50 minutes

- The proportion of exam items classified by level of difficulty is provided in the following table:

Level of Difficulty	Easy	Moderate	Difficult
Percentage of Total Exam Items	30%	50%	20%

#### 5. Related Policies/ Documents/ Forms

DAU 3-18 Examination Control Policy

#### 6. Document History

Version	Issue/ Rev. Date	Updated Information/ Summary of Change
1	10/2023	1 <sup>st</sup> issue of the policy