**Assembled Guiding Model for Exam Paper Evaluation**

**Academic year:** ………. **/** ……….. **Semester:** …………………. **Department:** ………………….

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| **Firstly: The formal aspect** | | | | | | | | | | | | | | | | | | | **Examiner Name** | **Course Name** | **Program Name** |
| **Exam paper footer** | | | | **Exam paper header** | | | | | | | | | | | | | | |
| The name of the professor/person who put exam questions at the end of the paper | Exam page numbering present if it is more than one paper | If there is more than one page for the exam paper: a reference to that is available at the end of the first page | The exam paper ended with words indicating ending of exam questions as (best wishes…..) | Number of exam papers | Degree of exam as in the regulation | Exam time | Exam date | Course code as in the regulation | Course name as in the regulation | Semester | Academic year | Exam type (final – midterm - etc …..) | Specialty | Level | Program name | Department responsible for teaching the course | Name \ logo of faculty | Name\ logo of university |
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| **Third: Intended Learning Outcomes (ILOs)** | | | | | | **Secondly: Technical and scientific specifications** | | | | | | | | | | | | | | | | | | **Examiner Name** | **Course Name** | **Program Name** |
| All questions are from within the course specification | The questions measure cognitive skills to different degrees | Exam questions cover all course content | Questions don't just measure knowledge only | The number of questions is proportional to the course content according to the relative weight of the topics in the course description | Correlation of exam questions with intended learning outcomes (ILOs), (it is preferable to put the target learning output code as mentioned in the course specification) after the question’s grade | Model answer has been prepared and includes the distribution of the score on the parts of each question | The exam paper consists of a number of short essay questions, and avoid long essay questions | Different questions levels in terms of difficulty index | The formulation of the questions is varied | The paper is free of printing errors | Suitable font size, line spacing, words, punctuation | Use easy – to - understand vocabulary | Put the score for each question in front of it (not the percentage) | Matching the number of questions with the exam time | Pay attention to good language | Define questions clearly using specific verbs | Readability of the exam paper (clear and uncluttered) | Numbering the questions and parts attached to each question | The grade assigned to each item/part in the question | Exam print quality | Clarity of answer instructions | The exam is written on the computer | The score assigned to each question |
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If the item is fulfilled, a mark (√) is placed, and if it is not fulfilled, a mark (X) is placed, then counting marks and extracting the percentage.

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| **Intended Learning Outcomes (ILOs) in the exam paper questions** | | | | | | | | | | | | **Question number** | **Page number** | **Course Name** |
| **Cognitive Skills** | | | | | | | **Knowledge and understanding** | | | | |
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