ASSESSMENT SYSTEM IN THE COLLEGE OF MEDICINE
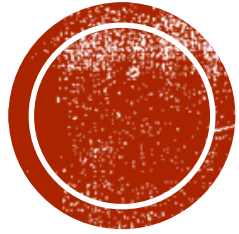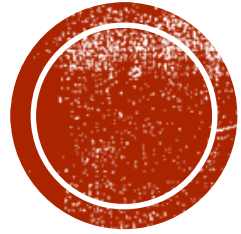
Assessment & Evaluation centre,

Vice-deanship for academic affairs

Dept. of Medical Education,

College of Medicine,

KSU

GROUP-A PRESENTATION ON 14 or 21 NOVEMBER 2018

OBJECTIVES OF THE SESSION

1. **Identify the curriculum applied in the college**

2. **Identify rules and regulations of the assessment system in the college**

3. **Recognize the different components of the assessment system**

4. **Discuss the development process of a course assessment**

5. **Identify the pass/fail criteria for different courses**

6. **Discuss the roles of Assessment & Evaluation Center in College**

7. **Summary**

CONTENTS OF THE SESSION

1. College curriculum

2. Rules and regulations of the assessment system

3. Components of the assessment system

4. Development process of a course assessment

5. Pass/fail criteria for different courses

6. Assessment & Evaluation Centre roles in the assessment.

7. Summary

WHAT IS A CURRICULUM?

- **Curriculum** refers to the lessons and the academic content taught in the school or in a specific course or program

- The **curriculum** includes all the planned learning experiences

العملية التعليمية

Outcomes/ Objectives

Curriculum

Assessment

Teaching Methods

LEARNING OUTCOMES

LEARNING APPROACHES

ASSESSMENT APPROACHES
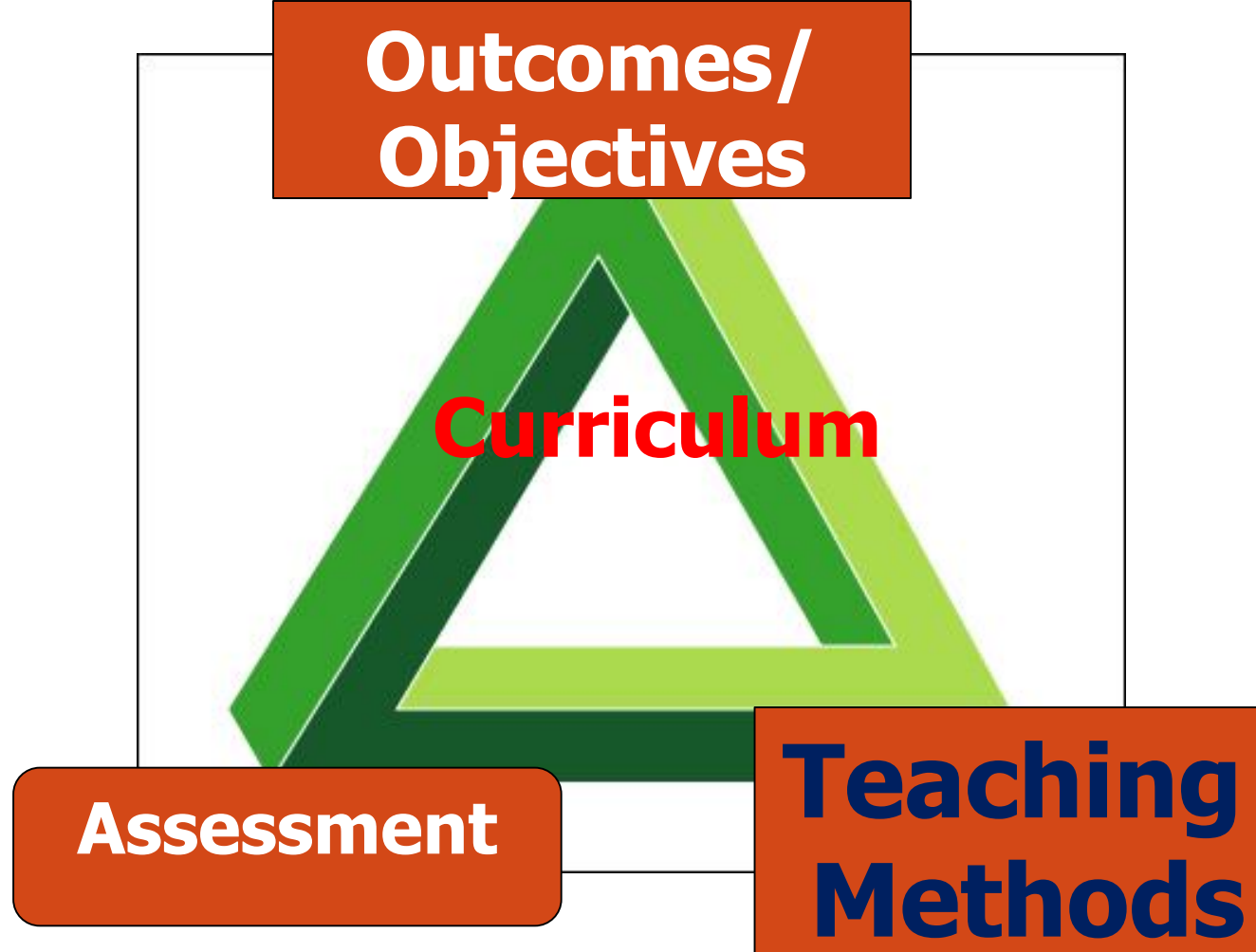
LEARNING ACTIVITIES

What do we want the learners to know?

Curriculum

How will we know the learners have learnt?

How will the learners learn?

TYPES OF CURRICULA?

- Discipline-based curricula
- Problem-based curricula
- (Systems) integrated curricula
- Hybrid type
- Outcome/competency-based curricula
- Your Curriculum??

STUDENT LEARNING OUTCOMES:

"Learning outcomes are statements of knowledge, skills, abilities and attitudes that the individual student and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree)."

(Barr, McCabe, and Sifferlen, 2001)

OUTCOMES Based on the NEEDS

Outcomes/Competency

Needs
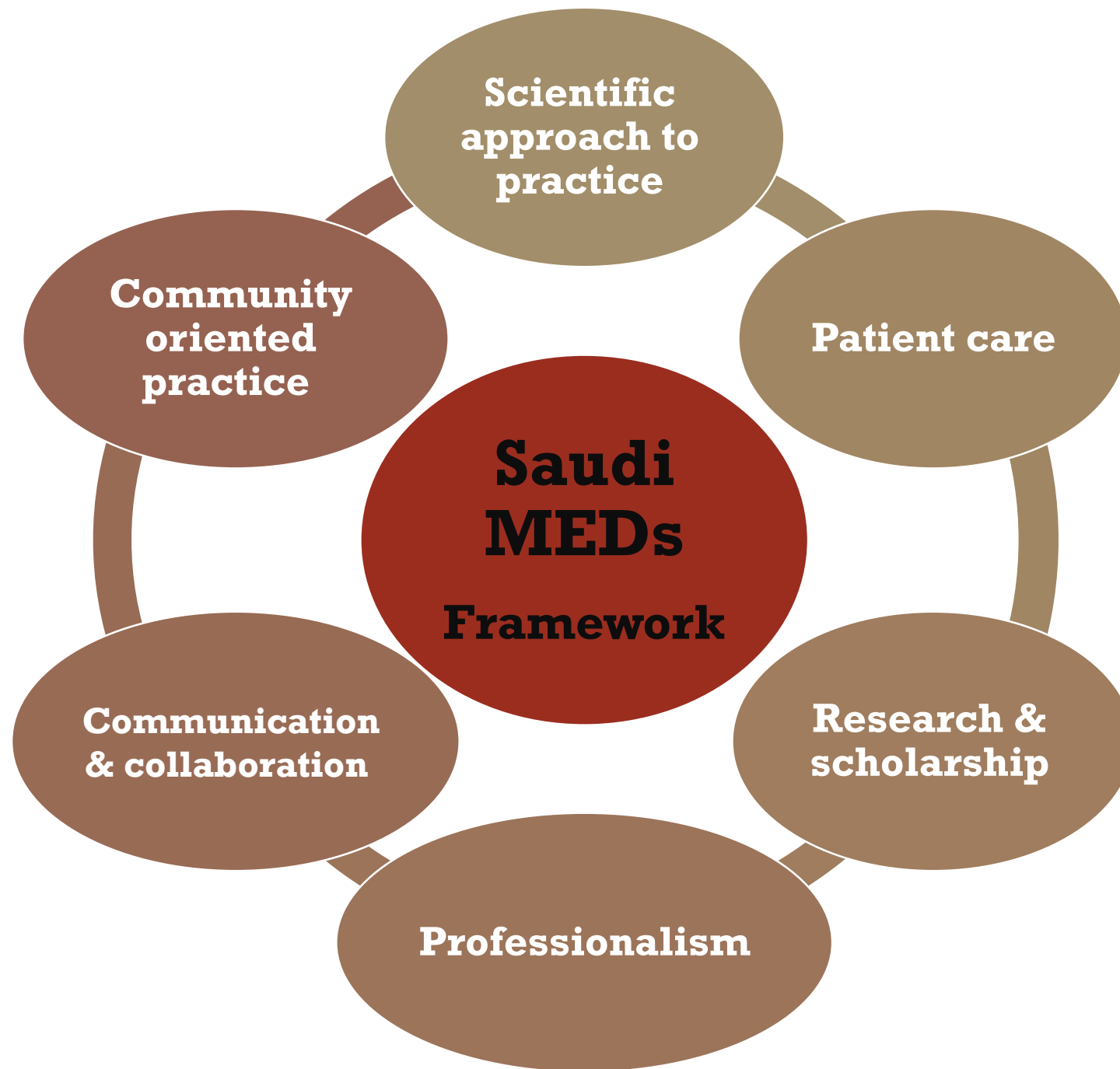
THE BASIC TWO-LEVEL FRAMEWORK (17)

I: Scientific Approach to Practice
The integration and application of basic, clinical, behavioral and social science in clinical practice.

	1. Integration of basic, clinical, behavioural and social sciences in medical practice
	2. Delivery of evidence-based health care

II: Patient care
The establishment and maintenance of essential clinical and interpersonal skills to demonstrate proficient assessment and delivery of patient-centered management.

	3. Demonstration of the essential clinical skills
	4. Demonstration of clinical reasoning, decision making, and problem solving skills
	5. Management of life-threatening medical conditions
	6. Management of common medical problems
	7. Placing patients' needs and safety at the center of the care process

III: Community oriented practice
The ability to practice based on an understanding of the Saudi health care system and to apply health promotion and advocacy roles for the benefit and wellbeing of individual patients, communities, and populations.

	8. Understand the healthcare system in Saudi Arabia
	9. Advocacy of health promotion and disease prevention

THE BASIC TWO-LEVEL FRAMEWORK (17)

IV: Communication and Collaboration
The ability to communicate effectively with patients and their relatives and to practice collaborative care by working in partnership within a multi-professional team

	10. Effectively communicate with patients, colleagues, and other health professionals
	11. Teamwork and inter-professional collaboration
	12. Application of medical informatics in healthcare system

V: Professionalism
The commitment to deliver the highest standards of ethical and professional behaviour in all aspects of health practice, and take a responsibility for own personal and professional development.

	13. Adherence to professional attitudes and behaviors of physicians.
	14. Application of Islamic, legal, and ethical principle of professional practice
	15. Commitment to personal and professional development

VI: Research and scholarship
The contribution to the advancement of medical practice with the rigors of scientific research.

	16. Demonstration of basic research skills 17. Demonstration of scholarly pursuits

THE DETAILED THREE-LEVEL FRAMEWORK (80)
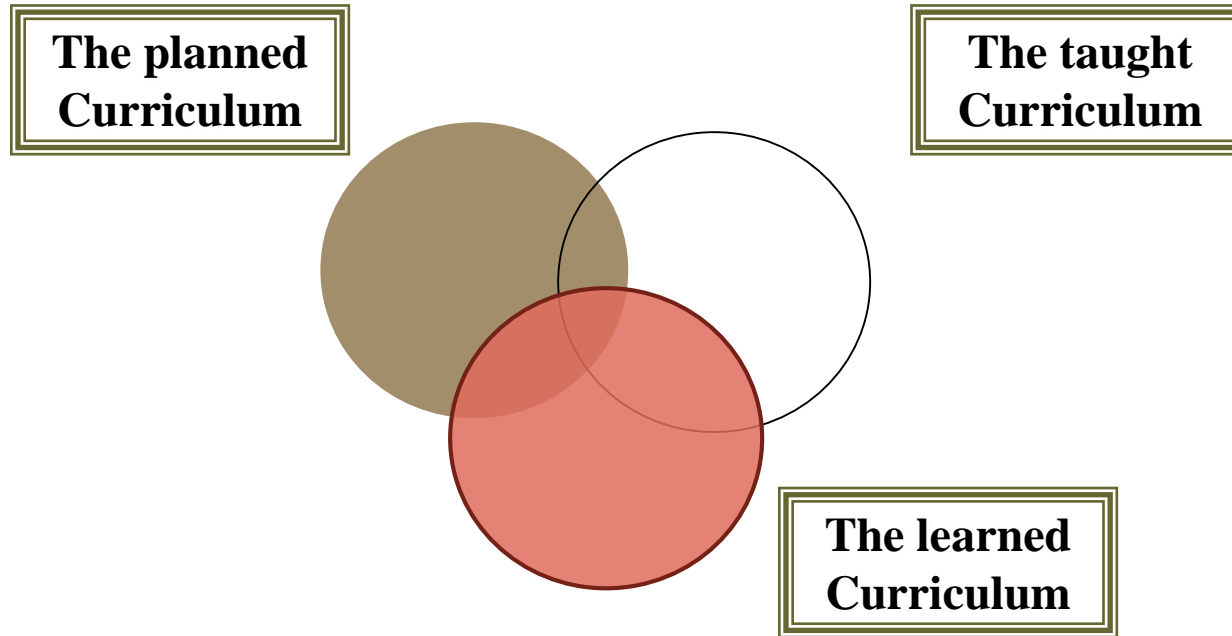
I: Scientific approach to Practice

- **1. Integration of basic and clinical sciences in medical practice**
    1. Explain the normal structure and function of the body in relation to its major organ systems.
    2. Demonstrate the knowledge of human life cycle and its' effect on human body's structure and function (such as pregnancy, birth, growth and development, and aging).
    3. Describe the molecular and cellular mechanisms that are important in maintaining body homeostasis.
    4. Explain the pathogenesis of various diseases, namely genetic, developmental, metabolic, toxic, microbial, autoimmune, neoplastic, degenerative, and traumatic factors, and the ways in which they affect the body in various diseases and conditions.
    5. Explain the fundamental principles underlying investigative techniques.

6. **Demonstrate knowledge of drug actions including therapeutics and pharmacokinetic, side effects, and drug interactions.**

7. **Discuss the role of nutrition in health.**

8. **Describe and explain the facts and concepts relevant to common clinical presentations and clinical conditions namely epidemiology, pathophysiology, symptoms and signs, complications, investigations, treatment and prognosis.**

9. **Demonstrate knowledge of spiritual and Prophetic Medicine.**

10. **Demonstrate and integrate behaviour and psychosocial principles related to wellbeing.**

11. **Discuss the principles and efficiency of complementary and alternative medicine**

CURRICULUM

The planned Curriculum

The taught Curriculum

The learned Curriculum

COLLEGE OF MEDICINE CURRICULUM, KSU

Application of Competencies in Teaching & Learning?

Final product

Course outcomes
General objectives

Module / unit

Lesson

Exam
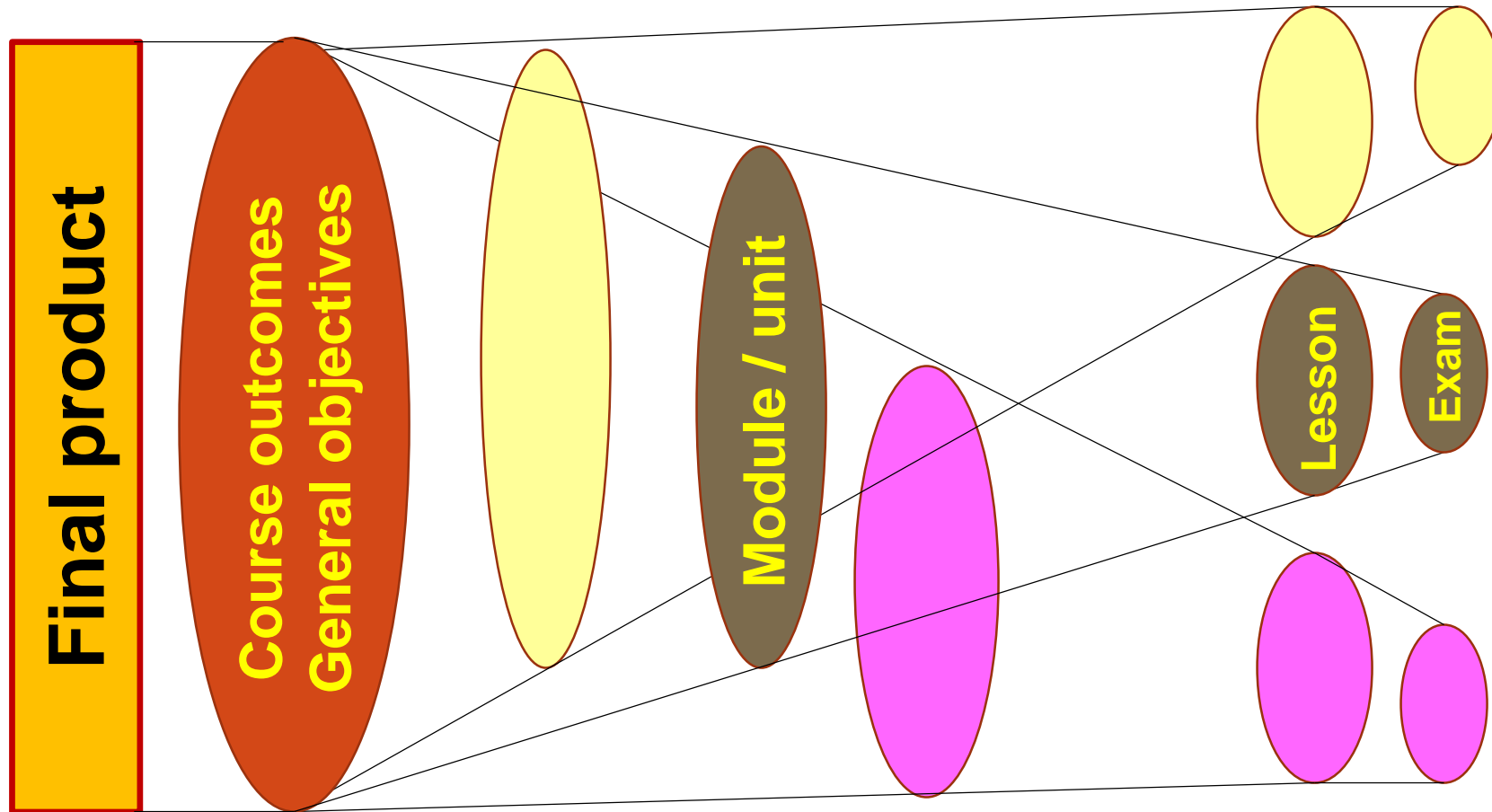
Constructive alignment

Assessment??

Assessment:

Is the process of *gathering*, *interpreting*, *recording*, and *using* information' responses to an educational task.

(Harlen, Gipps, Broadfoot, Nuttal, 1992)

PURPOSE OF ASSESSMENT

- Judging mastery of essential skills and knowledge.

- Rank ordering students.

- Measuring improvement over time.

- Diagnosing student difficulties.

- Evaluation of effectiveness of the course.

- Motivating students to study.

- Setting standards.

- Quality control for the public.

- Providing feedback to the students

TYPES OF ASSESSMENT

- **Summative assessments**:

- It is assessments on which decisions about the students' future are to be made.

Measures and documents **how well students have achieved a learning target.**

- **Formative assessments**:

Guiding the student further study. They are organized more informally and undertaken on a continuous basis.

Provides teachers and students with *feedback* **about student learning without concerns about grading.**

COMPONENTS OF THE ASSESSMENT

- **Cognition** (Cognitive skills)

- **Skills** (Psychomotor Skills)

- **Attitudes** (affective skills)

وإذا حكمتم
بين الناس
أن تحكموا بالعدل

مركز التقييم والامتحانات

ASSESSMENT & EVALUATION CENTER

ORGANIZATION of
ASSESSMENT AND EVALUATION CENTER

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┌─────────────────────────────────────────────────────────┐
│            Vice – Dean for Academic Affairs              │
└─────────────────────────────────────────────────────────┘
                            │
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┌─────────────────────────────────────────────────────────┐
│        Chairman Department of Medical Education          │
└─────────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────────┐
│              Head of Assessment Unit/ AEC                │
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              ▼                           ▼
┌─────────────────────────┐   ┌─────────────────────────────┐
│ Phase-II Examination     │   │ Phase-III&IV Examination    │
│ Committee                │   │ Committee                   │
└─────────────────────────┘   └─────────────────────────────┘
              │                           │
              ▼                           ▼
┌─────────────────────────┐   ┌─────────────────────────────┐
│   Block / Course Chair   │   │   Block/ Course Chair       │
└─────────────────────────┘   └─────────────────────────────┘
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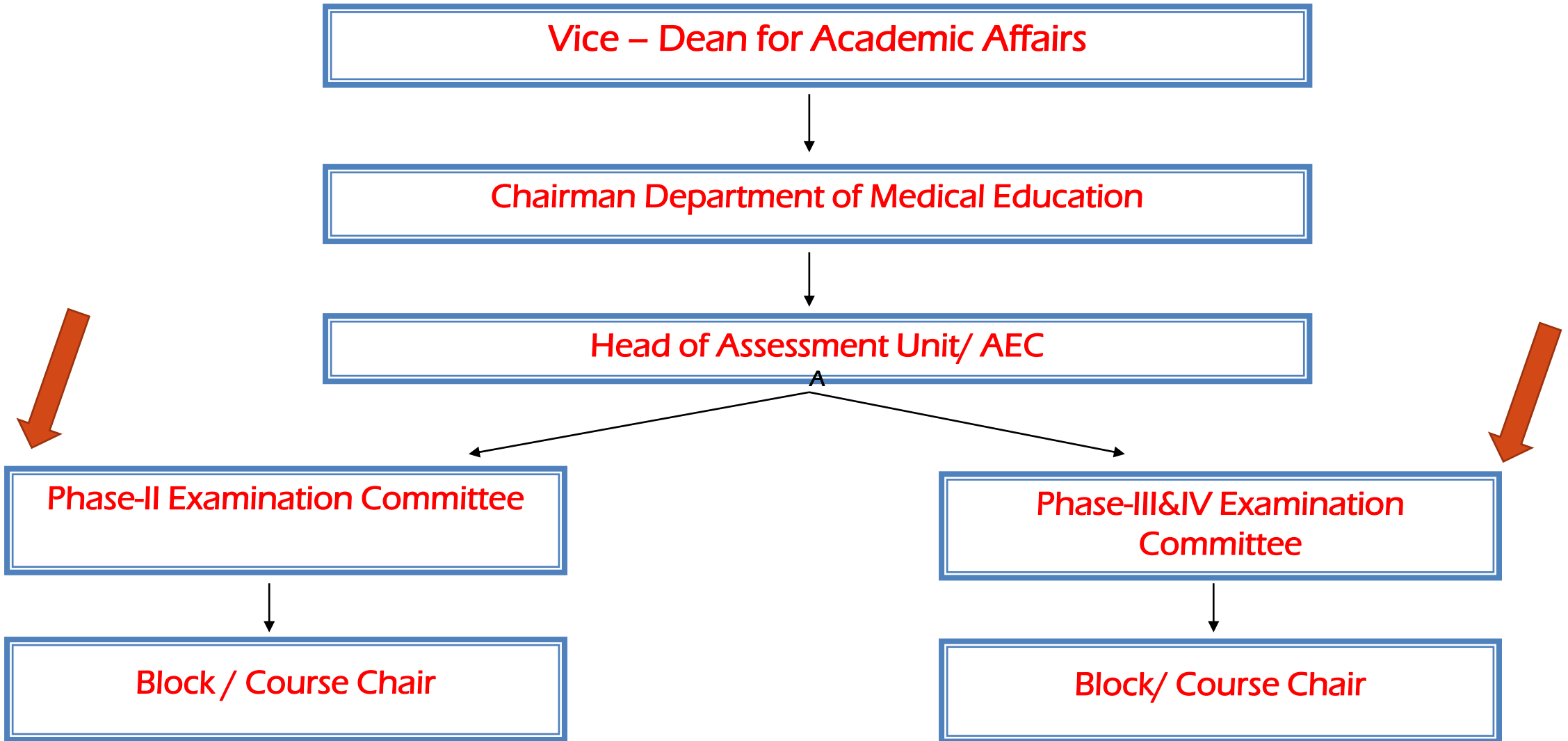
ASSESSMENT AND EVALUATION CENTER

Main Functions:

- Assessment and evaluation support

- Collection and processing test materials

- Creation of appropriate high quality assessment materials

- Analyzing examination materials

- Feedback to students to indicate areas for improvements

- Feedback to the faculty to improve the quality of the examination.

- Conducting workshops to improve the standards of examination.

- Conducting Research to improve the quality of examination.

How to assess students?

Many tools to assess students outcomes/ competencies

Content should match the assessment method

George Miller 1919-1998

Performance

SKILLS/Competence

Cognition (Knowledge)
Written Exam

Does

Shows how

Knows how

Knows

WPBA: **Portfolio**
DOPS, Cbd, 360 ºC
Mini-CEX

OSCE, OSATS
OSPE

MCQs
SAQ/MEQ

MCQs
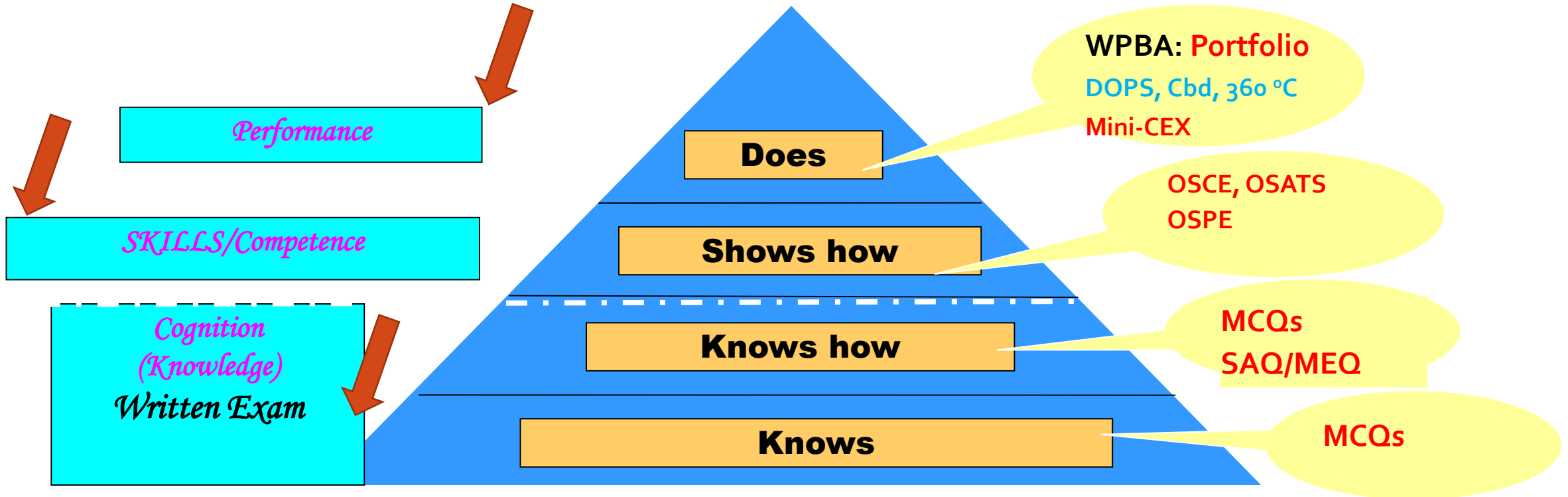
No single assessment to assess all levels / competencies
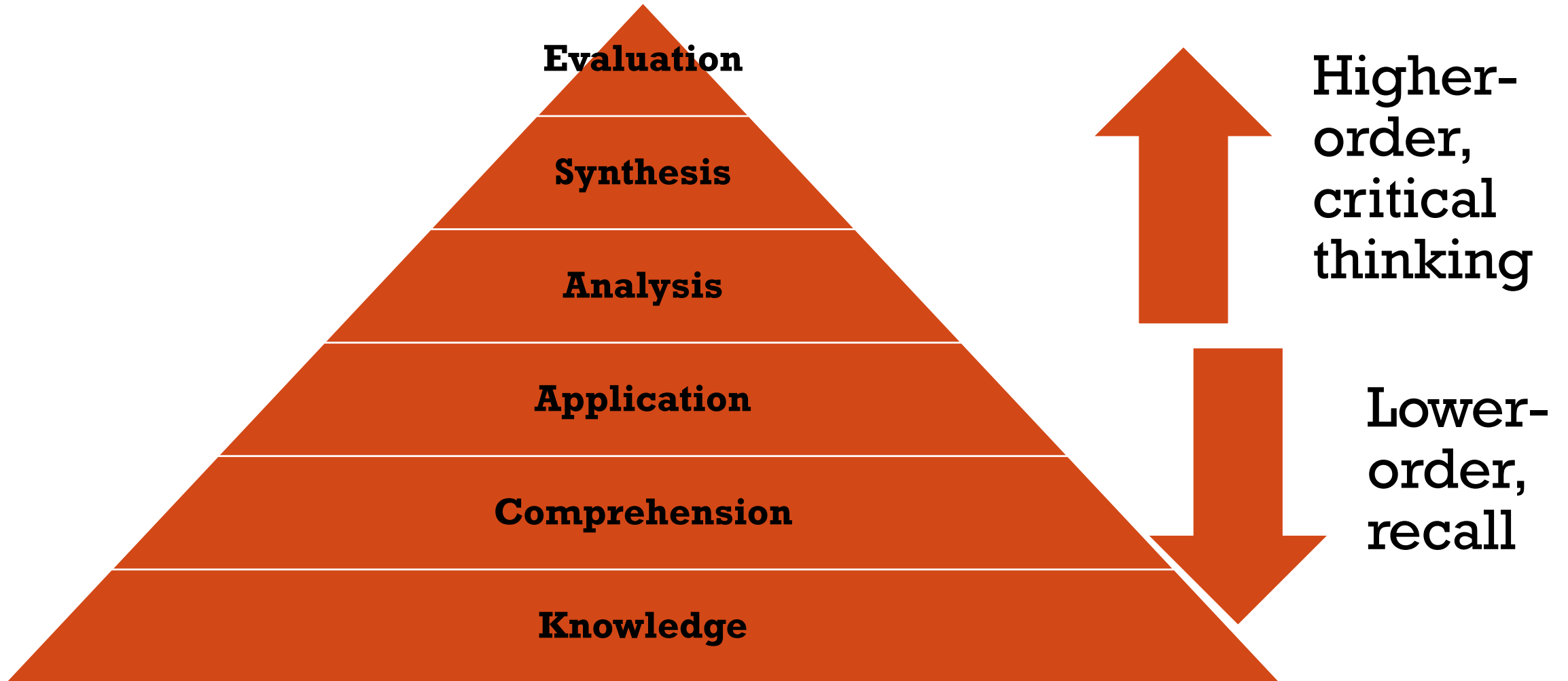
OSPE/ OSCE

HOW TO SAMPLE?

Test Content Should be carefully Planned.
HOW??
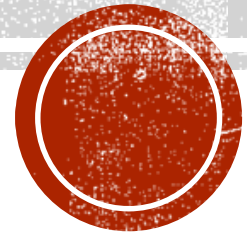
GUIDELINES

- **Creation of examination policy and procedure**

- **Blueprint Construction Template**

- **MCQ Item Construction Checklist**

- **OSCE Development Template**

- **OSPE Development Template**

FACULTY DEVELOPMENT WORKSHOPS

- Blueprinting Workshops
- MCQ items construction
- Short Answer Questions (SAQs)
- OSCE / OSPE
- Workplace Based Assessment
- Item Analysis

SCIENTIFIC REPORTS

OPEN Faculty development programs improve the quality of Multiple Choice Questions items' writing

Hamza Mohammad Abdulghani[1], Farah Ahmad[1], Mohammad Irshad[1], Mahmoud Salah Khalil[1], Ghadeer Khalid Al-Shaikh[2], Sadiqa Syed[3], Abdulmajeed Abdurrahman Aldrees[1], Norah Alrowais[4] & Shafiul Haque[5]

[1]Department of Medical Education, King Saud University, Riyadh-11321, Saudi Arabia, [2]Department of Obstetrics & Gynecology, King Saud University, Riyadh-11321, Saudi Arabia, [3]Department of Basic Sciences, The Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia, [4]Department of Family & Community Medicine, King Saud University, Riyadh-11321, Saudi Arabia, [5]...

A One-Day Dental Faculty Workshop in Writing Multiple-Choice Questions: An Impact Evaluation

Eiad AlFaris, MMed; Naghma Naeem, PhD; Farhana Irfan, MRCGP; Riaz Qureshi, FRCGP; Hussain Saad, MRCP; Ra'ed Al Sadhan, MS; Hamza Mohammad Abdulghani, FRCGP; Cees Van der Vleuten, PhD

Abstract: Long training workshops on the writing of exam questions have been shown to be effective; however, the effectiveness of short workshops needs to be demonstrated. The aim of this study was to evaluate the impact of a one-day, seven-hour faculty development workshop at the College of Dentistry, King Saud University, Saudi Arabia, on the quality of multiple-choice questions (MCQs). Kirkpatrick's four-level evaluation model was used. Participants' satisfaction (Kirkpatrick's Level 1) was evaluated with a post-workshop questionnaire. A quasi-experimental, randomized separate sample, pretest-posttest design was used to assess the learning effect (Kirkpatrick's Level 2). To evaluate transfer of learning to practice (Kirkpatrick's Level 3), MCQs created by ten faculty members as a result of the training were assessed. To assess Kirkpatrick's Level 4 regarding institutional change, interviews with three key leaders of the school were conducted, coded, and analyzed. A total of 72 course directors were invited to and attended some part of the workshop; all 52 who attended the entire workshop completed the satisfaction form; and 22 of the 36 participants in the experimental group completed the posttest. The results showed that all 52 participants were highly

EVIDENCE-BASED CRITERIA: REVIEW, REVIEW

Results Announcement

Feedback to student
Feedback to faculty

Departmental level

Item Analysis

Course/Block level

Students Feedback

Exam Committee level

CONDUCTION OF EXAM
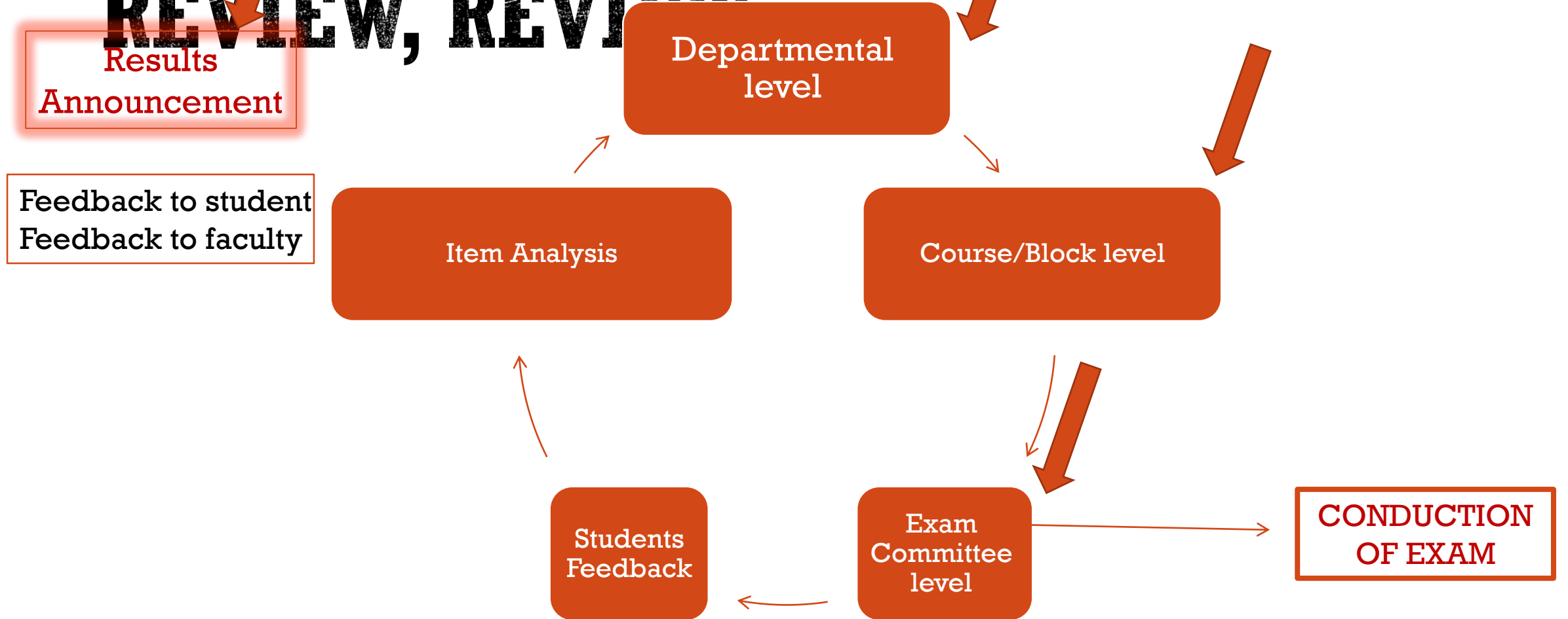
PRE-TEST: QUALITATIVE REVIEW
POST-TEST: ITEM ANALYSIS

- **Pre-Test Qualitative review:**
  - **Content experts review**
  - **Exam committee review.**
    - **Blueprint**
    - **Format based on agreed guidelines**
    - **Repetition**
    - **Clarity & appropriateness**
  - **During –Test**
    - **No inquiry from the students**
    - **Go for post exam feedback within 48 hours**

3-4 hours

ITEM ANALYSIS?
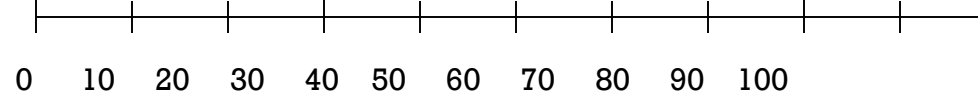
- **Post exam review**
  - **Difficulty Index**
  - **Discriminating Index**
  - **Distracters analysis**
  - ***Kuder-Richardson Formula (K-R 20)***
  - **Cronbach's Alpha**
  - **Alpha if item is deleted**

ITEM DIFFICULTY LEVEL:

The percentage of students who answered the item correctly.

High (Difficult)	Medium (Moderate)	Low (Easy)
<= 20%	> 30% AND < 80%	>=80%

0   10   20   30   40   50   60   70   80   90   100

INTERPRETATION OF DISCRIMINATION INDEX

Cut off Values	Grading	Interpretation/Recommendation
Above 0.35	Very good	Reflects good construction and teaching.
Between 0.35 - 0.10	Good	Reflects effective teaching.
Below 0.10	Poor	The item has some room for improvement.
Close to '0'	Conditional acceptance	It is acceptable if item is criterion referenced & all or almost all candidates are answering correctly, i.e., Difficulty is near 1.0
A negative value	Negative discrimination	Low scorers are doing well on these items, which is unacceptable. The item should be revisited or rejected. One should check If the key is incorrect.

INTERPRETATION OF KR-20 INDEX

Reliability	Interpretation
0.90 and above	Excellent reliability; at the level of the best standardized tests
0.80 - 0.90	Very good for a classroom test
0.70 - 0.80	Good for a classroom test; in the range of most. There are probably a few items which could be improved.
0.60 - 0.70	Somewhat low. This test needs to be supplemented by other measures (e.g., more tests) to determine grades. There are probably some items which could be improved.
0.50 - 0.60	Suggests need for revision of test, unless it is quite short (ten or fewer items). The test definitely needs to be supplemented by other measures (e.g., more tests) for grading.
0.50 or below	Questionable reliability. This test should not contribute heavily to the course grade, and it needs revision.

EXAMPLES OF RESULTS

PERFORMANCE OF STUDENTS IN MUSCULOSKELETAL BLOCK FOR THE ACADEMIC YEAR 1431 - 32 H.

A+ 2% | A 16% | B+ 20% | B 18% | C+ 14% | C 12% | D+ 8% | D 7% | FAILED 6%
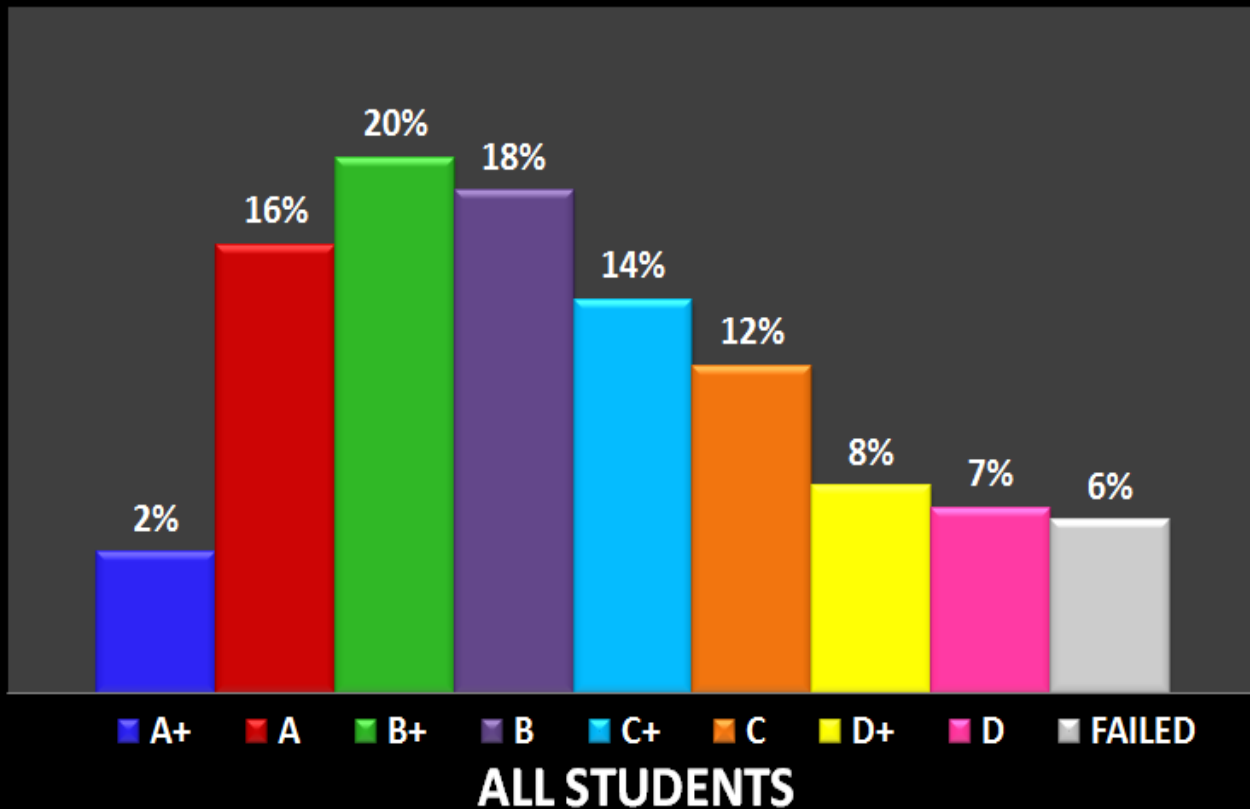
ALL STUDENTS

PERFORMANCE OF STUDENTS IN GIT BLOCK FOR THE ACADEMIC YEAR 1431 - 32 H.

FEMALE STUDENTS

A+ 6% | A 17% | B+ 22% | B 20% | C+ 15% | C 9% | D+ 6% | D 3% | FAILED 2%
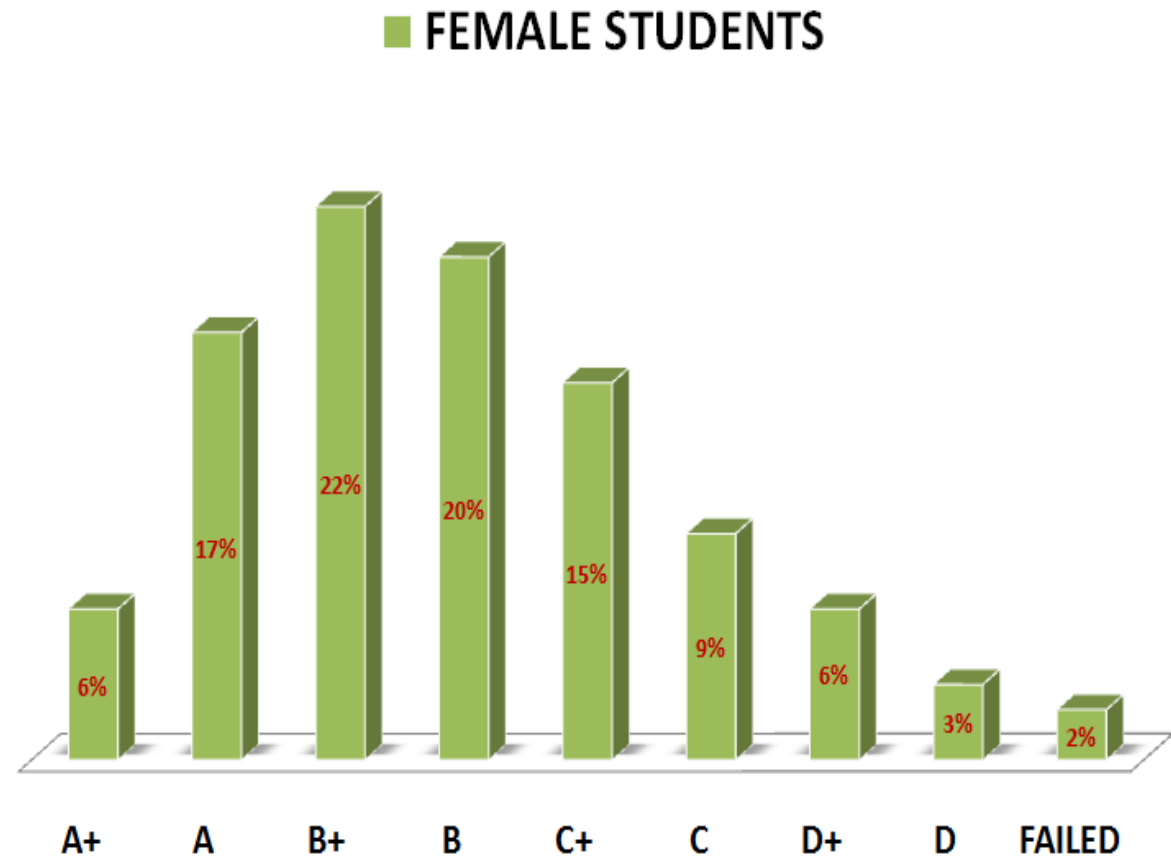
FEEDBACK

- To students

- Faculty members

EXAM FEEDBACK

A. GENERAL DESCRIPTION:

COURSE		STUDENTS APPEARED	75
EXAM	FINAL	STUDENTS PASSED	73
DATE	18/06/1434 H. 28/04/2013 G.	STUDENTS FAILED	2
NO. OF QUESTIONS	30	MAXIMUM MARKS	29
TOTAL MARKS	30	MINIMUM MARKS	15
KR20 (Test Reliability Index)	0.59	MEAN SCORE (PERCENT)	22.88 76.27%

B. STATISTICAL ANALYSIS:

I. DIFFICULTY LEVEL

DIFFICULTY LEVEL	NO. OF QUESTIONS	CRITERIA
VERY EASY QUESTIONS	10	≥ 90% students answered correctly
EASY QUESTIONS	12	70% – 89% students answered correctly
MODERATE QUESTIONS	5	21% - 69% students answered correctly
HARD QUESTIONS	3	≤ 20% students answered correctly

II. POINT BISERIAL (DISCRIMINATION INDEX)

NO. OF ARGUABLE ITEMS   :   8 (Point Biserial ≤ 0.15)

Q. NO.	POINT BISERIAL	PERCENT CORRECT	INFERENCE
2	0.13	90.67	Very easy question
3	0.13	65.33	Non-discriminating question
5	0.00	100.00	Very easy question
13	0.01	9.33	Wrong Key
16	0.09	69.33	Non-discriminating question
18	0.09	88.00	Very easy question
21	0.00	98.67	Very easy question
28	0.08	97.33	Very easy question

Distractors Answered More Than Correct Response

Q. No.	Correct Response	Percent of Students Attempted Correct Response	Distractor/s	Percent of Students Attempted Distractor/s
13	A	9.33	B C D	2.67 82.67 5.33
20	D	20.00	A B C	30.67 41.33 8.00
26	C	16.00	A B D	25.33 29.33 29.33

C. CONCLUSION:

➤ Reliability level is **LOW**, as indicated by **KR20 value of 0.59***, which informs us that the number of items asked in the exam is inadequate.

➤ Overall students are doing very well as indicated by high pass rate (**97%**) and high mean score (**76.27%**).

➤ **Q.13, 20 and 26** might have been either mis-keyed or contain some implausible options for the students in terms of their language or information.

➤ **Q.3 and 16** are non-discriminating questions as indicated by their low point biserial and mid-range difficulty factor, which informs us that they have confused even good performing students in the exam.

➤ A good number of questions (**33%**) were found to be very easy (**Percent correct > 90%**).

➤ A good number of non-distractors are observed in this exam.

D. RECOMMENDATIONS:

Check the key for **Q.13, 20 and 26**. If the key is correct for these questions, then deal with them as non-discriminating questions.

➤ Review all non-discriminating questions in terms of their wording, structure or content to either improve them for future exams or discard them at all.

➤ Review all non-distractors for future exams and banking.

➤ Review all very easy questions so that it can be established that these questions are asking the core knowledge which is essential for all students to have. If not so, that means the distractors are not working well and they need to be modified in the future exams.

* KR20 = 0.90 and above --- Excellent reliability.
KR20 = 0.80 - 0.90 --- Very good reliability.
KR20 = 0.70 - 0.80 --- Good reliability (probably a few items could be improved).
KR20 = 0.60 - 0.70 --- Somewhat low reliability (probably some items need improvement).
KR20 = 0.50 - 0.60 --- low reliability, suggesting need for revision of test.
KR20 = 0.50 or below --- Questionable reliability, the test should be revised and repeated.

EXAMINATION PROCESS

Pre-exam

Post-exam analysis

Feedback to Course orgnizer

Review

Decision Making ➡ **Then Results**

TYPES OF ASSESSMENT TESTS

➢University Regulation:

  ➢Continues assessment (Mid term) & final assessment.

  ➢Contents of your assessment based on the Course Learning Outcomes (CLOs) and what was taught in the class

  ➢The final assessment consist of all materials studies in the block/course.

  ➢Types of assessment tools:

    ➢Written: MCQs, SAQs, Quizzes, assignments, project, presentation

    ➢Clinical / Practical assessment: OSPE, OSCE, OSCE, Mini-CEX, DxR

REVISION OF YOUR RESULTS

➢University Regulation for the revision:
  ➢Only three times in your five years career
  ➢Process:
    ➢After the results announcement and within two weeks.
    ➢Apply to the vice-dean office through academic affairs,
    ➢Fill the form
    ➢Get singed by the vice-dean
    ➢Give to the respected department secretary.
    ➢Follow up the course organizer.

REVISION OF YOUR RESULTS

➢ When you should apply?
  ➢ When you are not happy with the results
  ➢ When you failed in particular subject

FAILURE IN A SUBJECT

➢ If you fail in a subject?

➢ **First and second academic years;**

➢ Two blocks or less, you will have reset exam, four weeks before the beginning of the new academic year.

➢ More than two blocks; NO reset exam, you have to repeat the whole academic year.

➢ If you failed in one block after reset exam in first year, you may carry in the second year.

➢ **Third academic year;**

➢ **Same rule as first and second years, except for Surgery and Medicine no reset exam for any clinical subjects**

➢ **Fourth and fifth academic year NO reset exam**

ABSENTEES IN AN EXAMINATION

➢ Bring your excuse to the academic affairs

➢ If you sick visit the KKUH, if not possible in a governmental hospital.

➢ Your excuse may or may not be accepted.

➢ Mid-term could be done earlier, but final with reset exam at the end of academic year, <u>two weeks before the reset exam for the failed students.</u>

FAILURE IN A SUBJECT

➢Any further inquiry for any thing related to your course, contents, and questions; CONTACT: **COURSE /BLOCK organizer.**

➢Any further inquiry related to administrative issues, CONTACT:

ACADEMIC GUIDENCE COMMITTEE

➢**EXAMINATION CENTRE ONLY TO ASSURE YOUR HIGH QUALITY ASSESSMENT.**

NO student should come to the Exam centre

ON GOING PROJECTS

1. Research

2. Web-based Assessment

Effectiveness of longitudinal faculty development programs on MCQs items writing skills: A follow-up study

Hamza Mohammad Abdulghani[1]*, Mohammad Irshad[2], Shafiul Haque[3], Tauseef Ahmad[1], Kamran Sattar[1], Mahmoud Salah Khalil[1]

1 Department of Medical Education, College of Medicine, King Saud University, Riyadh, Saudi Arabia, 2 Oral Microbiology Laboratory, Department of Bioclinical Sciences, Faculty of Dentistry, Health Sciences Centre, Kuwait University, Kuwait, 3 Research and Scientific Studies Unit, College of Nursing and Allied Health Sciences, Jazan University, Jazan, Saudi Arabia

* hamzaabg@gmail.com

Abstract

Abstract

This study examines the long-term impact of the faculty development programs on the multiple choice question (MCQ) items' quality leading to study its effect on the students' overall competency level during their yearly academic assessment. A series of longitudinal highly constructed faculty development workshops were conducted to improve the quality of the MCQs items writing skills. A total of 2207 MCQs were constructed by 58 participants for the assessment of 882 students' cognitive competency level during the academic years 2012–2015. The MCQs were analyzed for the difficulty index (P-value), discriminating index (DI), presence/absence of item writing flaws (IWFs), and non-functioning distractors (NFDs), Bloom's taxonomy cognitive levels, test reliability, and the rate of students' scoring. Significant improvement in the difficulty index and DI were noticed during each successive academic year. Easy and poor discriminating questions, NFDs and IWFs were decreased significantly, whereas distractor efficiency (DE) mean score and high cognitive level (K2) questions were increased substantially during the each successive academic year. Improved MCQs' quality leaded to increased competency level of the borderline students. Overall, the longitudinal faculty development workshops help in improving the quality of the MCQs items writing skills of the faculty that leads to students' high competency levels.

WEB-BASED ASSESSMENT

- **ExamSoft – (Examplify)**
- Pilot Project – 2017-18 (1438-39) for Year 2 (**ENDOCRINE & REPRODUCTION** Blocks)
- **2018-19 (1439-40) Academic Year**
  - First year
  - Second year
  - Third year

- **Offline Exams:**

- **Need internet only to <u>Download</u> and <u>Upload</u> the exam file**

- **Platform Flexibility:**
  - **laptops,**
  - **lab PCs,**
  - **iPads,**

- **Detailed REPORTS & FEEDBACKS for Faculty & Students:**
  - **Strength and improvement opportunity report**
  - **Category Performance Summary - Exam Taker**
  - **Rank of exam taker in each exam**
  - **Longitudinal report**

StudentID: 43610_ _ _

Strengths and Improvement Opportunities
ENDOCRINE BLOCK MIDTERM MCQ EXAM
Course: ENDOCRINE_BLOCK • Instructor: Prof. Riyad Sulimani • 02/11/2018 • Questions: 50
StdDev = 2.58 • Mean = 17.59 • Median = 18.4 • Rank = 95/105

74.00%	87.94%
My Score (14.8/20)	Average Score (17.58/20)

Overall, you scored below the class average. Please take note of the areas, noted in yellow or red, where you may have opportunities for improvement.

★ MY SCORE ◆ AVERAGE/MEAN ▬ SCORE RANGE ▲ DOING WELL ● NEEDS REVIEW ▼ NEEDS IMPROVEMENT

CATEGORY	MY SCORE	AVERAGE	CORRECT	
CLO 1.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/PATHOLOGY/KNOWLEDGE/)	100.00%	86.19%	2	▲
CLO 2.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/PATHOLOGY/COGNITIVE/)	75.00%	76.67%	3	●
CLO 1.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/PHARMACOLOGY/KNOWLEDGE/)	0.00%	90.48%	0	▼
CLO 1.3 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/PHARMACOLOGY/KNOWLEDGE/)	100.00%	91.67%	4	▲
CLO 1.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/IMMUNOLOGY/KNOWLEDGE/)	100.00%	87.14%	2	▲
CLO 1.1 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/BIOCHEMISTRY/KNOWLEDGE/)	60.00%	86.48%	3	▼
CLO 2.1 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/BIOCHEMISTRY/COGNITIVE SKILLS/)	100.00%	95.24%	1	▲
CLO 1.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/MEDICINE/KNOWLEDGE/)	100.00%	92.38%	1	▲
CLO 2.2 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/MEDICINE/COGNITIVE SKILLS/)	100.00%	84.76%	1	▲
CLO 1.1 (Academic Year/2nd/ENDOCRINE BLOCK/Academic Year 1438-39 (20.../ENDOCRINE MIDTERM/ANATOMY/KNOWLEDGE/)				

GRADING SYSTEM AND CODES

نظام الدرجـــات ورمـــوزها

Mark	Points	Grade	Course Grade	التقدير للمقرر	الرمز	النقاط	الدرجـة
95 - 100	5.00	A+	Excellent Plus *	ممتاز مرتفع *	أ+	٥.٠٠	١٠٠ - ٩٥
90 - less than 95	4.75	A	Excellent	ممتاز	أ	٤.٧٥	٩٠ إلى أقل من ٩٥
85 - less than 90	4.50	B+	Very Good Plus	جيد جدا مرتفع	ب+	٤.٥٠	٨٥ إلى أقل من ٩٠
80 - less than 85	4.00	B	Very Good	جيد جدا	ب	٤.٠٠	٨٠ إلى أقل من ٨٥
75 - less than 80	3.50	C+	Good Plus	جيد مرتفع	ج+	٣.٥٠	٧٥ إلى أقل من ٨٠
70 - less than 75	3.00	C	Good	جيد	ج	٣.٠٠	٧٠ إلى أقل من ٧٥
65 - less than 70	2.50	D+	Pass Plus	مقبول مرتفع	د+	٢.٥٠	٦٥ إلى أقل من ٧٠
60 - less than 85	2.00	D	Pass	مقبول	د	٢.٠٠	٦٠ إلى أقل من ٦٥
Less than 60	1.00	F	Fail	راسب	هـ	١.٠٠	أقل من ٦٠
90 - 100	5.00	A.	Excellent	ممتاز	أ.	٥.٠٠	١٠٠ - ٩٠
	1.00	DN	Denied	محروم من دخول الاختبار النهائي	ح	١.٠٠	
	1.00	DS	Disciplinary Action	راسب تأديبيا	هت	١.٠٠	
	2.00	SC	Pass in the second session with grade pass	ناجح في الدور الثاني بتقدير مقبول	د٢	٢.٠٠	
		NP	Pass (not considered in GPA calculations)	ناجح (لا يدخل في احتساب المعدل)	ند		
		NF	Fail (not considered in GPA calculation)	راسب (لا يدخل في احتساب المعدل)	هد		
		P	Pass (not considered in GPA calculations)	ناجح (لا يدخل في احتساب المعدل)	ن		
		IC	Incomplete	غير مكتمل يرصد مؤقتا	ل		
		IP	In Progress	مستمر للمقرر الذي يحتاج اكثر من فصل	م		
		ME	Makeup Final Exam	للمقرر الذي يحتاج إلى اختيار بديل	بد		
		W	Withdrawn	منسحب بعذر	ع		
		T	Transfer (out of K.S.U.)	معادل من خارج الجلمعة	خ		

* This grading system made effective in the 2nd semester of 1995/1996. Before that, the grading system was: A.= 90-100=5.00 (without using A+)

تم اعتماد هذا النظام اعتبارا من الفصل الثاني ١٤١٦ / ١٤١٧ هـ ، أما الفصول السابقة فإن الدرجة من ٩٠ إلى ١٠٠ = أ . = ٥.٠٠ دون إستخدام أ+

التقدير العام عند التخرج

التقدير	المعدل التراكمي
ممتاز	٥.٠٠-٤.٥٠
جيد جدا	٣.٧٥ - أقل من ٤.٥٠
جيد	٢.٧٥ - أقل من ٣.٧٥
مقبول	٢.٠٠ - أقل من ٢.٧٥

لكي يتخرج الطالب يجب عليه الحصول على معدل تراكمي لا يقل عن:

٢.٠٠ للبكالوريوس والدبلوم والمشارك

٣.٧٥ للدكتوراه والماجستير

General Grade for Graduation

GPA	Grade
4.50 - 500	Excellent
3.75 - less than 4.50	Very Good
2.75 - less than 3.75	Good
2.00 - less than 2.75	Pass

To graduate, student shall attain a G.P.A. of at least:

2.00 for undergraduate degrees

3.75 for postgraduate degrees

UTILITY CRITERIA

1. **Validity.**
2. **Reliability**
3. **Educational impact**
4. **Cost effectiveness**
5. **Acceptability**

Linking up the Elements: The Educational Paradigm

Evaluation/Quality Assurance

Objectives/Outcomes

Assessment
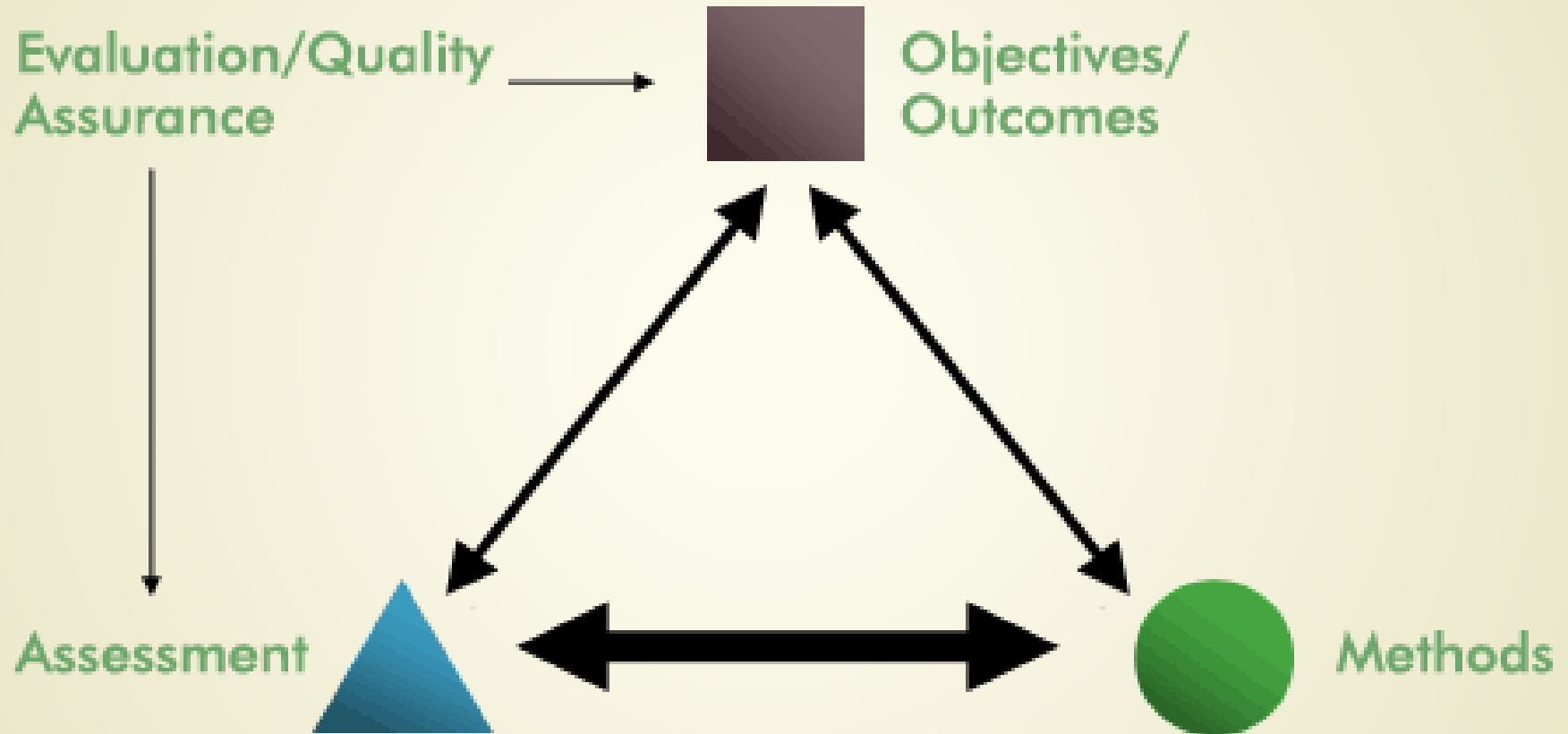
Methods

CONCLUSION

- Comprehensive Assessment
- Alignment of learning outcome to assessment
- Appropriate selection of different methods
- Blueprint
- Not to depend only on few methods
- Standardized / structured

FAILURE IN A SUBJECT

➢Any further inquiry for any thing related to your course, contents, and questions; CONTACT: **COURSE /BLOCK organizer.**

➢Any further inquiry related to administrative issues, CONTACT:

ACADEMIC GUIDENCE COMMITTEE

➢**EXAMINATION CENTRE ONLY TO ASSURE YOUR HIGH QUALITY ASSESSMENT.**

NO student should come to the Exam centre

THANK YOU