

**Assessment of Student Learning Manual  
(Course Level)**

**Department of Media Studies and Journalism  
University of Liberal Arts Bangladesh (ULAB)**

**31 October 2019**



## **Endorsement**

The Assessment of Student Learning Manual was formulated in consultation with the Departmental Examination Committee. The consultations were held on October 31, 2019. Those in attendance were:

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The Assessment of Student Learning Manual has been endorsed by the following

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Prof Jude William Genilo

Head of Department and Chair, Examination Committee

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## **i. Introduction**

The vision of the University of Liberal Arts Bangladesh is to be the best university in Bangladesh and a leader in South Asia. It aims to transform education by consistently providing high-quality learning experiences. It is committed to excellence and innovation in learning and teaching; continuously improves its learning environment; and reviews and updates its curricula. It is supportive of the aspirations of students and the needs of society.

Given these, ULAB has given priority to quality education. In fact, four years after its inception, it has co-founded the Educational Quality Assurance Foundation (EQAF), which is a quality assurance initiative of private universities. For ULAB, quality in education is not a matter of compliance with government policies and regulations; it should be integrated with education activities where we plan, do, check and act to achieve continuous improvement.

The following are the milestones vis-à-vis ULAB's efforts towards quality assurance:

- August 2008 - Founding member of the Education Quality Assurance Foundation (EQAF). ULAB VP Kazi Anis Ahmed was appointed as EQAF Joint Secretary.
- June 2010 - Membership to the Asia Pacific Quality Network was approved on 29 June.
- October 2011- Completed the Shujog Impact Assessment.
- September 2015 - Signed contract with Social Vision for the purpose of ISO 9001: 2008 Certification.
- October 2015 - Membership of the ULAB Business School to the US-based Accreditation Council for Business Schools and Programs (ACBSP) was approved.
- January 2016 - ULAB Media Studies and Journalism Department passed the first stage (initial site visit) of the US-based Accreditation Council on Education in Journalism and Mass Communication (ACEJMC) accreditation.
- January 2016 - Entered an MOU with the University Grants Commission (UGC) for the three-year project: "Establishment of IQAC at ULAB".

Looking ahead, the university endeavors to gain recognition with various accreditation bodies to include the University Grants Commission, International Organization for Standardization (ISO), Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), Accreditation Council for Business Schools and Programs (ACBSP), to name a few. One important element in gaining this is by having excellence in the conduct of course teaching and academic advising.

## **ii. Quality Statement**

The University of Liberal Arts Bangladesh is committed to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. Furthermore, it aims to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices

### iii. Quality Assurance Objectives

The quality objectives of University of Liberal Arts Bangladesh (ULAB) are as follows:

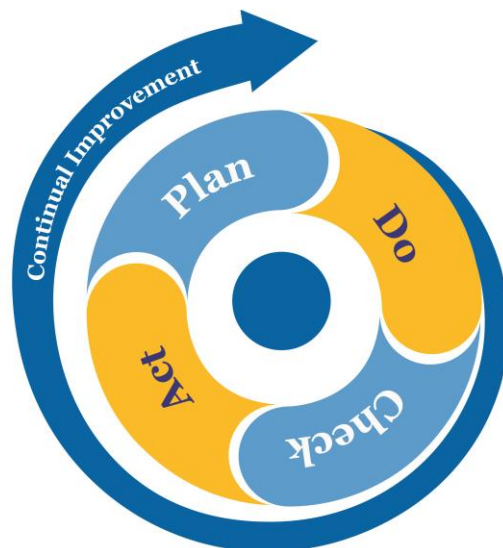
1. Develop and apply quality benchmarks and parameters for various academic and administrative activities of the institution.
2. Gather feedback from students, alumni, employers and other stakeholders on quality-related institutional processes.
3. Disseminate information on various quality parameters of higher education.
4. Organize institutional workshops, seminars on quality-related themes and promotion of quality.
5. Document various programs/activities leading to quality improvement.
6. Develop and maintain an institutional database for the purpose of maintaining and enhancing institutional quality.
7. Prepare the necessary reports as per guidelines and parameters of the various accreditation bodies.

### iv. Quality Assurance Process

There are four steps in the internal quality assurance process at ULAB – plan, do, check and act (PDCA). PDCA (plan–do–check–act or plan–do–check–adjust) is an interactive four-step management method used in business for the control and continuous improvement of processes and products. It is also known as the Deming circle/cycle/wheel, Stewart cycle, control circle/cycle, or plan–do–study–act (PDSA). The PDCA Cycle as an approach to change and problem solving is very much at the heart of Deming's quality-driven philosophy. The four phases in the Plan-Do-Check-Act Cycle involve:

- **Plan:** Identifying and analyzing the problem.
- **Do:** Developing and testing a potential solution.
- **Check:** Measuring how effective the test solution was, and analyzing whether it could be improved in any way.
- **Act:** Implementing the improved solution fully

This may be represented in the figure below:



## v. **About the MSJ Department**

ULAB's FLAGSHIP department is the Media Studies and Journalism department, which has grown to become the largest and most prominent media, communication and journalism school in the country. As of December 2017, it has around 850 undergraduate and graduate students and 42 faculty, instructors and teaching assistants. Established in 2004, it was first headed by Dhaka University Professor Sakhawat Ali Khan. In 2006, Prof. Brian Shoemith (from Edith Cowan University, Australia) became the department head. He was succeeded in 2009 by Prof. Jude William Genilo (from the Philippines).

The undergraduate curriculum has study concentrations in business journalism, digital film and television production, and public relations. Its Masters in Communication program, meanwhile, focuses on communication research, policy and management. The department is affiliated with the following: Asian Media Information and Communication Centre (AMIC), International Communication Association (ICA), Global Alliance on Public Relations and Communication Management (GA), The Communication Initiative Network, and International Association of Media and Communication Research (IAMCR). Professor Jude William is the current Ambassador for IAMCR in Bangladesh.

Given the university's research thrust, the department has pursued publications. It (together with the Bangladesh Institute of ICT for Development) regularly publishes the bi-annual Working Paper Series on ICT for Development. It has produced the most comprehensive anthology on Bangladesh's Changing Mediascape: From State Control to Market Forces (Editors: Brian Shoemith and Jude William Genilo; Intellect UK Publisher), which is the basic text for anyone in the country taking a media and journalism degree. It contributed towards the understanding of the 1971 Liberation War through two photography books - Price of Freedom (Raghu Rai) and Revisiting Anwar Hossain's '71 (Editors: Jude William Genilo and Md. Abdul Kader). The department's research agenda includes ICT4D, Development Communication, Cultural Studies, Mass Communication, Journalism Studies and Public Relations.

Aside from its research work, the department has very strong co-curricular programs. In order to give the students a taste of a real world project and help them gain some work experiences before they jump into the media industry, it has several apprenticeship programs such as Radio Campbuzz, ULAB TV, Cinemascope (Film apprenticeship program), PR4U (Public Relations apprenticeship), ULABian Student Newspaper, Shutterbug (Photography Apprenticeship) and ULAB Animation Studio. It also regularly organizes and hosts public events such as Meet the Editor, Reporter's Diary, Meet the Director and Meet the Artist. It holds a film and visual exhibition of its student works three times a year at the prestigious Shilpakala Academy (National Gallery). It is also a regular screening site of the New York-based Creative Time Summit and has engaged students in wall art projects (collectively referred to as Voiceless Bangladeshis) all over the city to promote awareness on various social concerns

## vi. About the Manual

The Governance Manual describes how the university is governed. It discusses the principles, symbols, organs and officers of governance of the University of Liberal Arts Bangladesh. It illustrates the university organizational structure and shows how its governance structure complies with the Private University Act 2010.

## vii. Definition of Terms

<b>Terms</b>	<b>Definition</b>
Answer Key	is simply the answers to a particular test. It is utilized to facilitate efficiency in correcting/scoring the test.
Assessment	is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed, Learner-centered Assessment on College Campuses, 2000)
Assessment Rubric	(usually in the form of a matrix or grid) is a tool used to interpret and grade students' work against criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides". Put simply, it is a set of criteria for grading assignments.
Evaluation	is the process of interpreting the evidences and making judgment and decisions based on the evidence. In other words, it is the summing up the results of measurement of test and giving them meaning based on the value judgment. For example: <ul style="list-style-type: none"><li>▪ 46 – 50 Excellent</li><li>▪ 41 – 45 Very Good</li><li>▪ 36 – 40 Good</li><li>▪ 31 – 35 Average</li><li>▪ 26 – 30 Below Average</li></ul>
Measurement	is the process of obtaining a numeral description of the degree of which an individual possesses particular characteristics. Example: 40 out of 50.
Project Brief	is the instruction given to students in fulfilling practical and take home

	theoretical examinations. The brief explains the assessment objectives, scope, deliverables and schedule so that students can submit a focused, desired outcome.
Test	is the process or method used to measure the level of achievement of learners. It also refers to the administration, scoring and interpretation of the data from the test results. Example: Final Exam

**vii. Amendments:**

There are no amendments to this manual.

## 1.0 Assessment Strategies

The Media Studies and Journalism (MSJ) Department utilizes a variety of strategies to assess student learning. The teacher should be able to match the course learning outcome with the assessment strategy as well as the type of assessment tool to be utilized. The matrix below provides valuable information in this regard.

S/N	Assessment Strategy	Assessment Tool	Learning Outcome
1	Rote Memorization/ Recall/ Differentiation	Written Test: Identification, Enumeration, True or False, MCQs, Fill in the Blanks, Matching Type and Definition.	Remembering Understanding
2	Demonstrating knowledge and understanding	Describing, reporting, recounting, recognizing, identifying, relating and interrelating such as term papers.	Understanding
3	Performing procedures and demonstrating techniques	Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions such as operating equipment.	Applying
4	Communicating	One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms such as group or individual presentations.	Applying
5	Solving problems and developing plans	Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information, case studies, case	Applying Analyzing

		teaching.	
6	Accessing and managing information	Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting such as research proposals or reports.	Analyzing Evaluating
7	Thinking critically and making judgments	Debates, reflections, film critique, play production evaluation, research paper critique, business plan evaluation, etc.	Evaluating
8	Managing and developing oneself	Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing such as event organizing and execution.	Creating
9	Designing, Creating and Performing	Imagining, visualizing, designing, producing, creating, innovating, performing such as a documentary project or marketing campaigns.	Creating

## 2.0 Grade Weight Distribution

From the matrix, the teacher needs to create an assessment strategy for his or her particular course. He or she also needs to determine the grade weight distribution of the various assessment strategies. For the department, the recommended percentage weight distribution is as follows:

<b>Sl</b>	<b>Methods</b>	<b>PercentageWeight</b>
1	Attendance	10%
2	Mid Term Exam/Project	20-30%
3	Final Exam/Project	30-40%
4	Assignment/Quiz	10-30%
5	Class Participation	10-20%

The total percentage is 100 percent.

## **2.1 Attendance**

Although attendance is strictly speaking not an assessment strategy, the university has rules regarding this as written in the Student Handbook. Likewise, as a matter of policy, teachers need to assign a percentage weight towards attendance. In the case of the MSJ Department, the recommended percentage weight for attendance is 10% of the total grade. Kindly be mindful of the following guidelines relating to attendance in the MSJ Department:

- Attendance **must** be taken at the beginning of the class.
- After the roll call, if any student arrives later until 20 minutes, he/she will be marked as late. Beyond 20 minutes, the student will be considered absent.
- Two late attendance will be counted as an absent.
- If the student arrives in class after 20 minutes, the faculty reserves the right to allow or not to allow a student to enter to the classroom.
- Absence/s due to late registration will be counted as absence/s and may be excused.

For more information, kindly refer to the Course Teaching Manual of the university.

## **2.2 Class Participation**

The teacher may include a variety of assessment strategies for class participation. Depending on the course learning outcomes, it may include debates, moodle activities, presentations, demonstrations, investigations, data collection, etc.

## **2.3 Assignments/ Quizzes**

The teacher may include a variety of assessment strategies for assignments and quizzes. Depending on the course learning outcomes, it may include written tests, reporting, reflection papers, tours, interviews, etc.

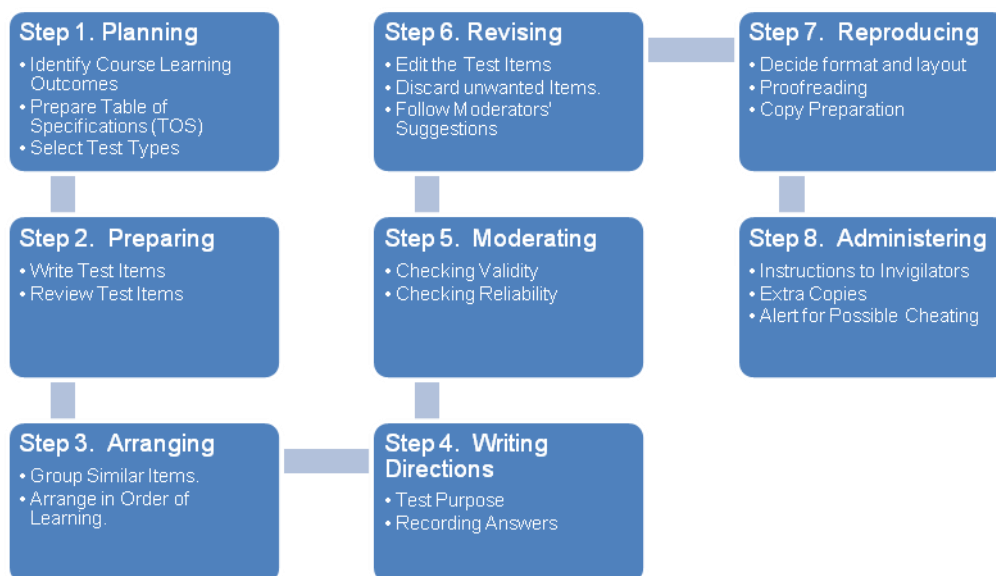
## 2.4 Midterm/Final Exam or Project

The teacher has the freedom to decide on whether to have a theoretical, practical or combination theoretical/practical as the class midterm/final exam. In this manner, the teacher has a lot of scope to integrate various assessment strategies as follows:

S/N	Exam Type	Examples of Assessment Tools	Time Allocation
1	Theoretical (Sit in, Written)	Objective Exams (such as T/F and MCQ), Essay Exams.	Two Hours.
2	Theoretical (Take Home, Others)	Take Home Exams, Term Papers, Film Critique, Media Critique, Research Proposal.	Depends on Teacher.
3	Practical	Speech Performance, TV/Film Production, Photo Exhibition, Drama Performance, Music Video, Video Art, Performance Art, Poster Exhibition, Blogs, Vlogs, Investigative Piece, TV News Package, PR Campaign, Event Planning and Organizing, Development Communication Campaign, Social Media Campaign.	Depends on Teacher.
4	Combination	Creative Output with Oral Presentation or Written Examination or Self-Reflection.	Written Portion will be for one hour. Practical portion will depend on the teacher.

## 3.0 Written Sit In Examination/Test

Since written sit in midterm/final examinations or tests are most popular, this entire section will be devoted to this. The general steps in written test construction and administration are as follows:



### 3.1 Planning the Test

The teacher should outline subject-matter content to be considered as the basis for the test. He/she should, however, identify the course learning outcomes to be measured by the test. To aid the teacher in planning the test - topic coverage, number of items and test type selection - a Table of Specifications (TOS) should be prepared. A TOS is an important instrument used in determining if there is an **alignment** among course outline, instruction and assessment. It is a graphic organizer, which:

- Ensures that representative sample of student performance in each of the areas to be measured is included in the test.
- Allows construction of a test which focuses on the key areas.
- Provides evidence that a test has content validity (what should be covered).
- Allows the teacher to set, assess, and instruct each curricular component at an appropriate learner level.

While completing the TOS, the teacher should determine the test types in the examination. A number of testing methods may be used depending on what the teacher is trying to measure. Particular methods are more likely to provide quality assessment for certain types of targets. The task of the teacher is to match the target with the methods. The following array shows the most common questions types used at various cognitive levels:

Recall and Comprehension	Application	Analysis and Evaluation
Multiple Choice	Multiple Choice	Multiple Choice
True/False	Short Answer	Essay
Matching Type	Problem Solving	

Supply Completion	Essay	
Short Answer		

The template and sample of a TOS are provided in the Appendix.

### 3.2 Preparing the Test

The teacher should write test items according to rules of construction for the type(s) chosen and select the items to be included in the test according to table of specifications. He/she should decide on the method of scoring and prepare an answer key as well for objective test types (True or False, Matching Type, Supply Completion, Short Answer, Multiple Choice, Problem Solving) and an assessment rubric for Essay types.

An answer key is simply the answers to a particular test. It is utilized to facilitate efficiency in correcting/scoring the test. An assessment rubric (usually in the form of a matrix or grid) is a tool used to interpret and grade students' work against criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides". Put simply, it is a set of criteria for grading assignments.

The teacher will likewise be requested to produce two sets of the exam instrument in order to lessen the risks of cheating. The two sets should be comparable with the same level of difficulty.

### 3.3 Arranging the Test

The teacher needs to arrange the test so that similar items may be grouped together. The similarity may be in terms of:

- course learning outcome.
- subject-matter.
- test type.

In this light, the teacher may decide on the: a) grouping of items, b) sequence of items within groups, c) sequence of groupings. One rule of thumb used is arranging items in terms of order of learning level (recall to creation) as well as on difficulty level.

### 3.4 Writing Direction

The teacher needs to write instructions or directions with the students' taking the test in mind. The directions for test should be simple and concise and yet contain information concerning each of the following:

- Purpose of the test.
- Time allowed to complete the test.
- How to record the answers.
- Whether to guess when in doubt about the answer.

The teacher should prepare directions for the test. If necessary, prepare directions for individual items (e.g., matching type) or for sections (e.g., negative form of one best response type).

When the teacher submits the midterm or final examination instrument to the HoD for review, the filename should following the prescription below:

- Course Code
- Exam Type: Mid Term (MID), Final Exam (Final)
- Semester: Spring (Spr), Summer (Sum), Fall (Fall)
- Year: Last two digit of the year
- If there is more than one set of question, all the sets should be in the same file
- For Example: MSJ11101\_MID\_Spr\_19

### **3.5 Moderating the Test**

Once the test has been completed, it should be sent to the department's Exam Moderation Committee for vetting. This is only applicable for final examinations (not midterm examinations). The department's Examination Moderation Committee is the link between the department and the Examination Controller's office. It is responsible for providing guidance to department faculty members and staff regarding matters relating to assessment of student learning. The responsibilities of the committee are:

- to assist the examination controller's office in holding midterm and final examinations;
- to ensure the proper turn-over of learning assessment documents (attendance sheet, grade sheet, final grade computation report, marked scripts) from the department to the examination controller's office
- to recommend measures to the department head and/or examination controller's office regarding special, alternative arrangements that are made at the request of the teacher and/or student (such as exam rescheduling, make-up exams, exam exemptions, third party evaluation, complaints about grades, etc.);
- to set department guidelines regarding the documentation of common learning assessment methods, including templates to be used;
- to intervene in case of a disturbance of order during an examination as well as document and file the case with the Proctor's Office (if necessary).
- to evaluate the appropriateness of learning assessment methods to course intended learning outcomes; and
- to facilitate the implementation of the department's assessment of program learning outcomes (which determines whether the student satisfies the requirements set by the department with reference to the knowledge, understanding and skills required to earn a degree).

In light of this, the teacher must submit the draft final examination instrument to the department on a particular date set by the Registrar's Office. After which, the HoD convenes the Exam Moderation Committee and provides them copies of the final exam instrument slated for review. Using a form, the Exam Moderation Committee reviews the instruments sent for review. These

are then sent back to the HoD, who will give these to the concerned teacher/s. The template used by the Exam Moderation Committee is provided in the Appendix.

Generally, the Exam Moderation Committee looks into the following relative to a test:

- **Reliability.** It means that if the test is marked by different people, the scores will be the same.
- **Comprehensiveness.** A good test should include items from different areas of material assigned for the test.
- **Simplicity.** Simplicity means that the test should be written in a clear, correct and simple language, it is important to keep the method of testing as simple as possible while still testing the skill you intend to test ( avoid ambiguous questions and ambiguous instructions).
- **Scorability.** Scorability means that each item in the test has its own mark related to the distribution of marks given by the teacher.
- **Practicality.** It is the relationship between the resources that will be required in the design, development and use of the test and the resources that will be available for these activities.

### 3.6 Revising the Test

Based on the prescriptions of the Exam Moderation Committee, the teacher should retain, edit as necessary, or discard test items. The teacher should revise the test as a whole if necessary. The teacher should take into consider while revising:

- The difficulty of the item.
- The discriminating power of the item.
- The effectiveness of each alternative.

After revising, the teacher should submit the revised test to the HoD with a cover letter narrating compliance with Exam Moderation Committee prescriptions. If there are areas not complied with, the teacher should give an explanation.

### 3.7 Reproducing the Test

Before reproduction, the teacher must proofread the examination instrument and implement the necessary corrections. The department has facilities for printing and photocopying of examination instruments. These equipment are placed in a secured area. For answer scripts, these have been provided by the university and kept in a secured area (off limits to the students). These will be distributed to the teachers before the exam period. It is the responsibility of the teacher to reproduce their respective examination instruments. These can be either printed or photocopied. If the teacher asks an office staff for assistance in photocopying, he/she should observe the reproduction process and ensure no exam instrument is left in the photocopying machine. The teacher turns over the exam instrument and answer script to the invigilator during the exam period.

At the department, a decision has already been reached regarding the page size, type size and page layout. A template (shown in the appendix) has been developed for this purpose. The template gives a consistent look in the exam papers issued in the name of the department.

Some additional instructions:

- If questions are available on more than one sheet of paper, or on the reverse of one sheet, then it should be clearly indicated by the words “Please turn the page”; and
- After the final question, the words “End of paper” should appear.

### **3.8 Administering the Test**

The University's Exam Controller's Office and HoDs are responsible for setting the exam schedules, venue and invigilators. There should be only one exam schedule for courses with multiple sections (to prevent exam leakage). The role of invigilators are as follows:

- Invigilators will ensure that all exams are conducted with integrity in the allotted time.
- Invigilators will take attendance in order to record the identity of all students taking the exam. Please see appendix for attendance form.
- Invigilators will instruct all students to switch off mobile phones and keep them in their bags. If a student has not brought a bag, the phone will be kept on the invigilator's desk at the student's risk.
- Invigilators will have right to expel students caught cheating or abetting a cheater. The names and IDs of such students will be forwarded to the respective Head of Department. HoD may refer such cases to Proctor for further disciplinary procedure.
- After his/her duties, the invigilator must sign the department attendance sheet for invigilator. Please see appendix.

The role of the Exam Controller, on the other hand, is as follows:

- The controller of exams will keep a log of all exam activity, recording all details pertaining to the exams, including date and time of the exam, attendance of students and number of scripts collected.
- Controller office will inform the Vice Chancellor about the progress on daily basis/as and when necessary during exam weeks.

The invigilators are advised to follow the following guidelines in the conduct of sit in examinations.

#### **■ Exam Materials**

Students shall be informed by the respective faculty as to what materials may be allowed into the examination room prior to the examination.

#### **■ Admittance**

- Students shall be allowed to enter the examination room at least 5 (five) minutes before the commencement of the examination;

- Only students attending the examination and invigilators shall be permitted into an examination room during an examination;
- In general, a student shall not be admitted into the examination room 30 (thirty) minutes after the commencement of the examination. Exceptions for this item shall be at the discretion of the Invigilator(s);

#### ■ Before Giving the Examination

- It is recommended that at least two (2) Invigilators be present when 30 or more students are writing an exam. For smaller groups of students, one Invigilator with one standby Invigilator is acceptable;
- The Invigilator(s) shall arrive at the examination room at least 10 minutes before the commencement of the exam in order to ensure proper room set-up and exam distribution;
- The layout of the room should be checked to ensure that students have adequate space in which to write. The clocks and audio-visual aids should be checked to ensure they are functioning correctly;
- For Final Examinations, kindly ensure that the student has an exam permit and that he/she has no more than five unexcused absence in class (to be cleared with class teacher).
- Position the seats as far apart from each other to prevent cheating.
- Make your own seating arrangement. Do not allow students to choose their own seats.
- Ask the students to put all their bags, notebooks, cell phones, etc. in front of the room. They must only have a ball pen, ruler, eraser and calculator (if required) on their tables.
- Ensure that you have enough (extra) examination questionnaires and answers sheets. The department will provide extra answersheets.
- Explain to the students that cheating will not be tolerated.

#### ■ Academic Integrity

- Students shall answer examination questions according to instructions provided on the examination paper;
- The Invigilator(s) is not responsible for answering any questions pertaining to the content of the examination;
- Students shall not communicate with one another in any manner whatsoever during the examination;
- Invigilator(s) will be present and attending to/observing student conduct during the entire exam;
- Invigilators will have right to expel students caught cheating or abetting a cheater. The names and IDs of such students will be forwarded to the respective Head of the Department (HoD). HoD may refer such cases to Proctor for further disciplinary procedure.
- The invigilator is not allowed to use mobile phones during the exam period.

## ■ During the Examination

- Kindly ensure silence at all times.
- Walk around the room.
- Be alert for cheating but do not hover over the students and cause a distraction.
- If a student is talking or looking about, give the students a warning. If the student does not heed the warning, his/her paper must be confiscated. In such a case, the student receives a zero.
- If you catch a student cheating by copying from a prepared slip of paper, kindly confiscate examination questionnaire, answer sheet and slip of paper. In such a case, the student receives a zero.
- Refrain from using an attendant to assist you in any way such as stapling papers. This merely causes distraction in the class.
- Minimize interruptions during the exam by reading the directions briefly at the start and refraining from commenting during the exam unless you discover a problem.
- Remind students of the time left in the following intervals: 30, 10, and 5 minutes. Periodically write the time remaining on the board.
- Collect all papers at the end of the examination period. Don't give time extension.
- Ask students to sign their name in the examination check list.

## ■ After the Examination

- If students have been caught cheating, please submit a report to the Head of Department within 48 hours.
- If students are suspected of cheating (after marking), consult the Head of Department immediately for guidance.
- The Invigilator(s) shall announce the conclusion of an examination, whereupon all writing shall cease. The invigilator(s) may assign a zero/fail for students who fail to observe this requirement;
- Examination papers or materials issued for the examination shall not be removed from the examination room without the authority of the Invigilator(s);
- Once all students have left the room, the Invigilator(s) shall count all papers to ensure all are accounted for.
- Submit the examinee attendance sheet, exam papers and answer scripts to the course teacher.
- Ensure that you have signed the invigilator attendance sheet. Please see appendix.

In order to minimize the likelihood of cheating during examinations, the following procedures will be adopted by the teacher when conducting exams:

- Mid-term and Final Exams will be timetabled independently of the course teaching slots.
- Rooms will be allocated according to class size in order to avoid over-crowding during exams.
- Sections with 30 or fewer students will be invigilated by the respective class teacher.

- Sections with more than 30 students will be invigilated by the course teacher and an additional invigilator to be arranged by the respective Head of the Department.
- Heads of Departments will devise the rosters for invigilation and share the same with the Controller of Exams.
- Heads of Departments are expected to visit every exam conducted within their department in order to check that invigilation is satisfactory.
- Controller of Exams will circulate the examination timetable and room details closer to exam time.

### ■ **Unfair Means in the Exam Hall**

Students are strictly forbidden from adopting unfair means in the exam hall. The following shall be considered as adoption of unfair means:

- Copying from printed matter, hand-written script, writing on desk or palm of hand, or from other incriminating documents during quizzes or exams;
- Copying from another student's script;
- Possession of any incriminating document or device, whether used or not, and
- Any approach in direct or indirect form to influence/threaten a teacher. Using abusive language or holding out threats to the invigilator or any other person in the Examination Hall;
- Having no invigilator's signature on the script;
- Creating obstructions or disturbances inside the Examination Hall;
- Assaulting or attempting to assault, and/or misbehaving with the Invigilator or anyone else in the Examination Hall;
- Smuggling of script into and out of the Examination Hall;
- Replacing the cover of any page of the answer-script;
- Substitution of or addition to answer-script without lawful authority;
- Any other issue contrary to the overall discipline determined by the invigilator. In such cases, s/he must record his/her reasons on the paper.

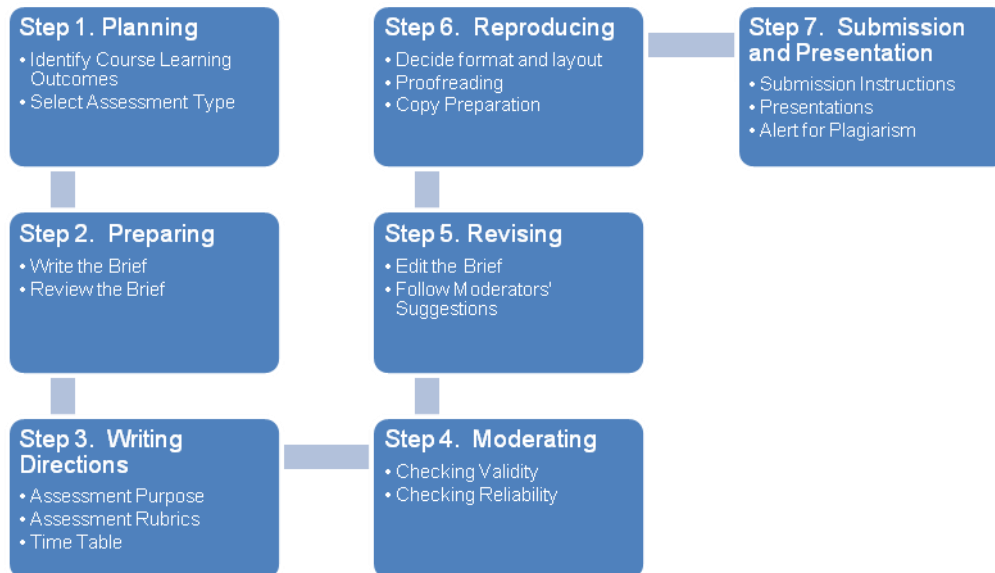
### ■ **Disciplinary Actions**

Any of the following Disciplinary Actions against offences (as stated above) found in the exam hall shall be implemented:

- Cancellation of the examination;
- Immediately expelled from the exam hall;
- Debarring from appearing at the subsequent examination(s);
- Cancellation of admission.

## 4.0 Practical and Other Theoretical Written Examinations

In the department, several teachers prefer practical and other forms of theoretical written examinations. The general steps in constructing these types of examinations are as follows:



### 4.1 Planning the Brief

The teacher should outline subject-matter content to be considered as part of the assessment. He/she should, however, identify the course learning outcomes to be measured. From this, the teacher should select what type of assessment to undertake. In the department, teachers usually select the following types of assessments:

- Projects: Documentary, Visual Art, Video Art, TV News Package, Photo Stories
- Write-ups: News Reports, Investigative News, Reflective Pieces
- Papers: Film Critiques, Research Proposals, Research Papers
- Campaigns: Strategic PR, Development Communication
- Performances: Speech Delivery, Performance Art, News Reading, Hosting

Once the teacher has decided on the assessment type, he/she should start planning the brief. The purpose of the brief is to align the course learning outcome with the type of assessment. The brief explains the assessment objectives, scope, deliverables and schedule so that students can submit a focused, desired outcome.

### 4.2 Preparing the Brief

The teacher should prepare the brief for the project, performance, write-up, paper or campaign, with the following parts:

- Problem Statement and Description

- Target Audience
- Goals and Expectations
- Constraints
- Deliverables
- Deadlines

Teachers should provide the brief well ahead of the deadline. Otherwise, students may not be able to deliver a desirable outcome.

#### **4.3 Writing Directions**

The teacher needs to write instructions or directions with the students' implementing the brief in mind. The directions should be simple and concise. If possible, the teacher may provide samples of past student works for better guidance. It should also be clear how the student will submit the brief whether:

- Online
- Hard Copy
- With or Without Oral Presentation
- With or Without Personal Reflection

The teacher should submit the brief to the HoD, who will request vetting by the Exam Moderation Committee, before distributing these to the students. When the teacher submits the brief to the HoD, the filename should following the prescription below:

- Course Code
- Assessment Type: Performance (PER), Project (PRO), Write-up (WUP), Paper (PAP), Campaign (CAM)
- Semester: Spring (Spr), Summer (Sum), Fall (Fall)
- Year: Last two digit of the year
- For Example: MSJ11214\_PER\_Spr\_18

#### **4.4 Moderating the Brief**

Once the brief has been completed, it should be sent to the department's Exam Moderation Committee for vetting. It should be noted that only briefs for practical exams considered as final exams/projects would be sent to the said committee. The department's Examination Moderation Committee is the link between the department and the Examination Controller's office. It is responsible for providing guidance to department faculty members and staff regarding matters relating to assessment of student learning.

In light of this, the teacher must submit the draft final project brief, assessment rubrics and proposed time frame to the department before the teacher distributes the same to the students. Some final projects take a lot of time to accomplish; some do not. It really depends on the teacher. However, the department expects to receive (at the latest) the final project brief immediately after the midterm exam period. Once received, the HoD convenes the Exam Moderation Committee and provides them copies of the final project brief slated for review. Using a form, the Exam Moderation Committee reviews the instruments sent for review. These

are then sent back to the HoD, who will give these to the concerned teacher/s. The template used by the Exam Moderation Committee is provided in the Appendix.

#### **4.5 Revising the Brief**

Based on the prescriptions of the Exam Moderation Committee, the teacher should retain, edit as necessary, or discard test items. The teacher should revise the brief as a whole if necessary. After revising, the teacher should submit the revised brief to the HoD with a cover letter narrating compliance with Exam Moderation Committee prescriptions. If there are areas not complied with, the teacher should give an explanation.

#### **4.6 Reproducing the Brief**

Before reproduction, the teacher must proofread the brief and implement the necessary corrections. For practical and other theoretical written projects, it is not necessary to reproduce the brief in the secured area. The teacher may print the brief and/or distribute the same online to the students. It is the responsibility of the teacher to reproduce their briefs.

At the department, a decision has already been reached regarding the page size, type size and page layout. A template (shown in the appendix) has been developed for this purpose. The template gives a consistent look in the project briefs issued in the name of the department.

#### **4.7 Submission and Presentation**

Based on the approved briefs, teachers distribute and administer the final projects. In many instances, teachers require students or groups of students to do a presentation regarding their final projects. In these cases, the teacher should ensure that the:

- students are given ample time to prepare for their presentations.
- venue and equipment required for the said presentations have been booked.
- students are aware of the date/time and sequence (order) of their presentations.
- students know the assessment rubrics.
- students are present all throughout the presentation.

Teachers are encouraged to have external panels to evaluate the final projects of students. Such arrangements should be made clear beforehand to the HoD, including the qualifications of panelists. Moreover, the external panel should be provided the project brief and assessment rubrics beforehand.

To preserve the integrity of the process, the teacher must undertake steps against potential plagiarism such as requiring students to submit raw files of images and results from TURNITIN (not more than 20% similarity based on the index). Also, the teacher must monitor the progress of the projects to ensure that these are done by the students themselves.

## 5.0 Course Closing, Grading and Grade Grievance

The Registrar's Office circulates the dates when the final course grades are due and final grade results are published. Teachers, in light of these, should submit their final course grades using the URMS on or before the deadline. Some instructions to teachers:

- Upload all the grades on URMS accordingly, as appropriate;
- In case of hand written grades please add the words – PLAIN, PLUS or MINUS – in parenthesis next to each letter grade. For Example: B-(MINUS), A (PLAIN), C+(PLUS);
  - In case of entry mistake, please do not use correction fluid (e.g. white ink) or eraser. Cross out and write the correct grade next to it and put your signature next to the correction;
  - To use only black or blue ink. Any other color shall not be allowed;
- To attach grade calculation sheet with the grade sheet. The calculation sheet shows the marks against each individual assessment applicable for your course e.g quizzes, assignments, term papers, exams, class participation.

The submissions are later checked and signed by the HoD. When the teacher submits the said grades, he/she should also submit other documents listed in the department's Course Closing Form. Please see appendix.

### 5.1 Bell Curve Grading

ULAB believes in the Bell Curve Grading System. Grading on a bell curve (or simply known as curving) is a method of assigning grades designed to yield a desired distribution of grades among the students in a class. Strictly speaking, grading "on a bell curve" refers to the assigning of grades according to the frequency distribution known as the **normal distribution**, whose graphical representation is referred to bell curve. Because bell curve grading assigns grades to students based on their **relative performance** in comparison to classmates' performance, the term "bell curve grading" came, by extension, to be more loosely applied to any method of assigning grades that makes use of comparison between students' performances.

In true use of bell curve grading, students' scores are scaled according to the frequency distribution represented by the normal curve. The instructor can decide what grade occupies the center of the distribution. This is the grade an average score will earn, and will be the most common. Traditionally, in the ABCDF system this is the 'C' grade. The instructor can also decide what portion of the frequency distribution each grade occupies and whether or not high and low grades are symmetrically assigned an area under the curve. For example, if the top 15% of students earn an 'A,' do the bottom 15% fail or might only the bottom 5% fail? In a system of pure curve grading, the number of students who will receive each grade is already determined at the beginning of a course.

In addition to this method, instructors could make the maximum possible score the top student's score. This method prevents unusually hard assignments (usually exams) from unfairly reducing students' grades but relies on the assumption that the top student's performance is a good measure

of an assignment's difficulty. A sample calculation following the Bell Curve Grading is provided in the Appendix.

## 5.2 Grading Scale

Since ULAB follows the Bell Curve Grading System, it does not have prescribed marks in its grading system. The grading scale is provided below:

### Grading Scale:

Letter Grade	Grade Point	Assessment
A+	4.0	Outstanding
A	4.0	Superlative
A-	3.8	Excellent
B+	3.3	Very Good
B	3.0	Good
B-	2.8	Average
C+	2.5	Below Average
C	2.2	Passing
D	1.50	Probationary
F	0.0	Fail
I	0.0	Incomplete
W	0.0	Withdrawn
AW	0.0	Administrative Withdrawn

Grading using the Bell Curve is essentially normative; scores are referenced to the performance of group member. There must always be at least one student who has a lower score than all others, even if that score is quite high when evaluated against specific performance criteria or standards. Conversely, if all students perform poorly relative to a larger population, even the highest graded students may be failing to meet standards. Thus, curved grading makes it difficult to compare groups of students to one another.

Some explanations on the Grading Scale:

<b>Letter Grade</b>	<b>Explanation</b>
I	A student will receive an 'I' (Incomplete) grade only if (a) he/she has a chance to get a regular grade (A+ to D) by submitting incomplete tasks, assignments, or project works assigned by the course teacher, or (b) he/she has appeared in the mid-term examination but not in the final examination (due to illness or other valid reason). Normally, the student will have to complete two-third of the course work to request for an 'I' grade. If the 'I' is not replaced with a regular grade within the following semester, then it will be automatically converted into 'F' grade.
W	The student will receive a 'W' (Withdrawn) grade if he/she has withdrawn from a course within the time stipulated in the Academic Calendar.
AW	The student will receive an "AW" (Administrative Withdrawn) grade when he/she has been withdrawn from the course by the university authorities for academic dishonesty.
A+	This grade should be given sparingly by the teacher. It means that the student performed better than most students from the past several batches. In the department, only Assistant Professors up can give such a grade.

### 5.3 Grading Grievance and Script Retention Procedure

The Controller of Exam Office has provided the following grade grievance and script retention procedure:

- **Exam Script Re-Checking/Grievance Procedure:** Grading is to be done in an objective and impartial manner. If a student wishes to contest a grade, s/he should notify the Head of that Department in writing, who will evaluate the matter and issue a decision. In extreme cases, the student may apply to the next higher authority (Dean of the respective School or the Pro Vice Chancellor), who will evaluate the matter in a committee along with the Controller of Examination.
- **Exam Script Preservation/Retention:** All the answer scripts and Internship/Project/Thesis Reports shall be preserved at least for three terms and then be destroyed by fire or given to the third party for re-cycling

## Appendix

### Appendix A General Rules in Test Construction

#### General Rules

- Place simpler items at the beginning to ease students into the exam.
- Group item types together under common instructions.
- If desirable, order the questions logically from a content standpoint (e.g. chronologically or by conceptual groups, etc.)
- PUT the questions away for one or two days before rereading them or have someone else review them for clarity.
- TEST the questions by actually taking the test.
- ANALYZE the items to give you an idea whether the questions were well-written or poorly written as well as if there were problems in understanding instruction.
- Number test questions continuously.
- Keep your test question in each test group uniform.
- Make your layout presentable.
- Do not put too many test questions in one test group.
  - T or F: 10 – 15 questions
  - Multiple Choice: max. of 30 questions
  - Matching type: 5 questions per test group
  - Others: 5 – 10 questions
- Avoid humorous items. Classroom testing is very important and humorous items may cause students to either not take the exam seriously or become confused or anxious.
- Write items to measure what students know, not what they do not know. (Cohen & Wallack)

Avoid replication of the textbook, illustration or example when writing test items.

- You will be encouraging simple memorization and repetition of whatever is found in the textbook or in their notes.
- You will never know the abilities that have been developed with regard to the body of knowledge contained in the textbook.
- You will never know if meaningful learning or conceptual change has taken place.

The test item should be aimed at a **specific objective**.

- Do not complicate it by making a high demand on a variety of skills other than the one being assessed.
- **Example:** if you are to assess a student's ability to apply a concept in physics, do not present problems that involve unnecessarily complicated algebra. You are not assessing his/her skill in mathematics but his/her ability to apply the physical concept.

Begin writing items well **ahead of time** when they will be used, and allow time for test revision.

- A good time to write test items is at the time a given topic is being taught.
- At least give yourself one week to develop a plan, write the items, and review and revise them.
- The four jobs you have to attend to very carefully are to **plan, write, review and revise** the test items.

Consider the **difficulty level** of the item in relation to the purpose of testing.

- Norm-referenced approach
- Criterion referenced approach

**Norm-referenced approach:**

- tests will show differences in score to the extent that differences in achievement exists.
- moderate in difficulty.
- any given test item should be sufficiently difficult so that a portion of the class should not be able to answer it.

**Criterion referenced approach:**

- test will present materials that you expect everyone to master
- you expect students' scores to cluster at the upper levels rather than to be widely spread out
- the level of difficulty represents a minimum of proficiency in the skill being observed

**Do not allow items to be interdependent.** Each item is assessed as a unique element of knowledge or skill.

- If the answer to one item is suggested by the content of another item, then the skill you will be measuring is the ability to see the relationship between the two items.
- If getting a correct answer in item no. 2 depends on having chosen a correct answer in item 1, then an error in item 1 really amounts to two errors.

## **Appendix B**

### **Common Test Types (True or False, Multiple Choice, Matching Type, Completion/Supply, Essay )**

#### **Common Test Types**

- True or False
- Multiple Choice
- Matching Type
- Completion/Supply Test
- Problem Solving
- Essay

## True or False

### What to Look for on True/False Tests?

#### True/False

- Each statement is clearly true or clearly false.
- Trivial details should not make a statement false.
- Statements are written concisely without more elaboration than necessary.
- Statements are NOT quoted exactly from text.
- Give emphasis on the use of quantitative terms than qualitative terms.
- Avoid using of specific determiners which usually gives a clue to the answer.
  - False = all, always, never, every, none, only.
  - True = generally, sometimes, usually, maybe, often.
- Discourage the use of negative statements.
- Whenever a controversial statement is used, the authority should be quoted.
- Discourage the use of pattern for answers.

#### Examples:

#### Find the errors, and/or problems with the following true-false tests.

\_\_\_\_\_ 1. Repetition always strengthens the tendency for a response to occur.

(Using "always" usually means the answer is false.)

\_\_\_\_\_ 2. The process of extinction is seldom immediate but extends over a number of trials.

(Words like "seldom" usually indicate a true statement.)

\_\_\_\_\_ 3. The mean, median, and mode are measures of central tendency, whereas the standard deviation and range are measures of variability.

(Express a single idea in each statement.)

e.g. "The mean and standard deviation are measures of central tendency."

#### True/False

#### Write the item so that the answer options are consistent with the logic.

If you want to test computation knowledge, it doesn't make sense to use true-false questions; it would be better to use problem solving items.

- **Poor:** An angle is said to be a right angle if it measures 90 degrees and its complement also measures 90 degrees.
- **Include a single fact or idea in the item.**
- **Poor:** The point plotting theorem states that for any two points, the number line can be chosen in such a way that the coordinate of a point is 0 and the coordinate of the other point is positive.
- **Avoid long sentences.**
- **Poor:** The Sine function came from the Greek word "sinus".
- **Avoid insignificant or trivial facts and words.**

- **Poor:** The Sine function came from the Greek word “sinus”.
- **Avoid insignificant or trivial facts and words.**
- **Poor:** A segment has many bisectors.
- **Avoid qualitative language whenever possible – quantitative is better.**
- **Poor:** The number of solutions of a system of linear equations is never odd.
- **Using adverbs such as never, all, every, absolutely, etc.**
- **Poor:** The Pythagorean theorem states that  $C^2 = a^2 + b^2$
- **Avoid tricky statements.**
- **Poor:** Use the quadratic formula to solve a quadratic equation.
- **Commands cannot be true or false.**
- **Poor:** If a triangle is not isosceles, then all its interior angles measure 60 degrees.
- **The main clause should be true and the reason either true or false.**
- **Avoid Having patterns:** alternating true and false answers, or all items being true or false.
- Require the simplest form of indicating the Response – (T for true and F for false).
- Avoid a **disproportionate** number of either true or false statements. More false than true statements is suggested.

## What to Look for on Multiple Choice Tests?

### Multiple Choice

When checking the stems for correctness:

- Ensure that the stem **asks a clear question.**
- Reading level is **appropriate** to the students
- The stem is **grammatically correct.**
- **Negatively** stated stems are discouraged.

### Example:

What is the effect of releasing a ball in positive gravity?

- It will fall “down.” **correct**
- It will retain its mass. **true but unrelated**
- It will rise. **false but related**
- Its shape will change. **false and unrelated**

### Multiple Choice

- Use negatively stated stems sparingly and when using negatives such as **NOT**, underline or bold the print.
- Use none of the above and all of the above sparingly, and when you do use them, don’t always make them the right answer.
- Only one option should be correct or clearly best.
- All options should be homogenous and nearly equal in length.
- The stem (question) should contain only one main idea.
- Keep all options either singular or plural.
- Have four or five responses per stem (question).
- When using incomplete statements place the blank space at the end of the stem versus the beginning.
- When possible organize the responses.

- Reduce wordiness.
- When writing distracters, think of incorrect responses that students might make.
- When using incomplete statements place the blank space at the end of the stem versus the beginning.
- When possible organize the responses.
- Reduce wordiness.
- When writing distracters, think of incorrect responses that students might make.

Check students' understanding of:

- Definition
- Purpose
- Cause & effect
- Association
- Identification of error
- Evaluation
- Give differences & similarities
- Apply a common principle
- Recall controversial issues

### **Multiple Choice:**

- It has two parts:
- **Stem** or the incomplete statement
- **Choices** or alternatives are composed of the distracters which are supposed to be wrong answers, and the keyed response

### **Multiple Choice**

- Main weakness of this type is that it cannot be used to measure an examinee's ability to organize materials or to clearly express his/her answers.
- It is very flexible and versatile though, and is adaptable for use in essentially all subject matter areas and with examinees at all levels.

### **Multiple Choice**

Things to take note :

- The stem should contain the problem, the central issue of the item, or the frame of reference.
- Arrange choices in chronological order, in a series of magnitudes, alphabetically, etc.
- Make all distracters plausible and attractive responses to the item.
- Do not make the correct answer obvious by making it unnecessarily different
- All alternatives should be approximately homogeneous in content, form, and grammatical structure
- Write four to five choices per item
- The alternatives "none of these" or "all of these" should be used with care
- Make sure that one and only one is clearly the best answer
- Grammatical consistency should be maintained.
- Avoid double negatives
- Make sure that the complete item is on the same page

## Examples

1. Sheldon developed a highly controversial theory of personality based on body type and temperament of the individual. Which of the following is a criticism of Sheldon's work?
  - a) He was influenced too much by the Freudian psychoanalysis.
  - b) His rating of physique and temperament were not independent.
  - c) He failed to use empirical approach.
  - d) His research sample was improperly selected.

**Better:** (Eliminate excessive wording and irrelevant information)

1. Which of the following is a criticism of Sheldon's theory of personality?
2. The receptors for the vestibular sense are located
  - a) in the fovea.
  - b) in the brain.
  - c) in the middle ear.
  - d) in the inner ear.

**Better:** (Include in the stem any word(s) that might otherwise be repeated in each option.)

2. The receptors for the vestibular senses are located in the \_\_\_\_\_.
  - a) fovea
  - b) brain
  - c) middle ear
  - d) inner ear

3. Which is not a major technique for studying brain function?
  - a) accident and injury
  - b) cutting and removing
  - c) electrical stimulation
  - d) direct phrenology

**Better:** (Use negatively stated stems sparingly. When used, underline and/or capitalize the negative word.)

3. Which is **NOT** a major technique for studying brain function?
4. \_\_\_\_\_ is the least form of behavior disorder.
  - a) Psychosis
  - b) Panic disorder
  - c) Neurasthenia
  - d) Neurosis

**Better:** (When using incomplete statements avoid beginning with the blank space.)

4. The least severe form of behavior disorder is \_\_\_\_\_.
5. The number of photoreceptors in the retina of each human is about
  - a) 115 million
  - b) 5 million
  - c) 65 million

d) 35 million

**Better:** (When possible, present alternatives in some logical order.)

5. The number of photo receptors in the retina of each human is about

- a) 5 million
- b) 35 million
- c) 65 million
- d) 115 million

6. Latane and Darley's smoke-filled room experiment suggested that people are less likely to help in groups than alone, because people

- a) in groups talk to one another.
- b) who are alone are more attentive.
- c) in groups do not display pluralistic ignorance.
- d) in groups allow others to define the situation as a non-emergency

**Better:** (All alternatives should be approximately equal in length.)

6. Latane and Darley's smoke-filled room experiment suggested that people are less likely to help in groups than alone, because people in groups

- a) talk to one another
- b) are less attentive than people who are alone
- c) do not display pluralistic ignorance
- d) allow other to define non-emergencies

### **What are the considerations in Matching Type?**

#### **Include homogeneous premises and responses**

- Only homogeneous premises (list on the left to be answered) and homogeneous responses (list on the right consisting of possible answers) should be grouped in one item.

#### **Directions should clearly indicate the basis for matching**

- Generally, letters are used for each response in the right hand column, and students are asked to write the selected letter next to each premise.
- It is important in the directions to indicate that each response may be used once, more than once, or not at all.

#### **Keep responses logically ordered**

- Response options should be arranged chronologically, alphabetically or numerically.

#### **Avoid grammatical clues to correct answers**

- You need to be careful that none of your matches are likely because of grammatical clues such as verb-tense agreement.
- More **responses** than premises should be used in a set or a single response should be used to answer more than one premise.
- Depending on the coverage, premises and responses can be short (**10-15 items** per page).

### **What are the considerations in Completion/Supply Test?**

## Completion/Supply

- State the item so that **only one answer** is correct.
- State the item so that the required answer is **brief**.
- Paraphrase sentence from textbooks or other instructional materials.
- **Poor:** A statement accepted without proof is called a \_\_\_\_\_.
- **Write indefinite article in the form a(n).**
- **Poor:** Three kilometers is equal to \_\_\_\_\_.
- **Designate units required for answer.**
- **Poor:** A(n) \_\_\_\_\_ is a union of noncollinear rays with a common endpoint.
- **Arrange the test so that the blanks are in a column at the right of the sentences.**
- Make the blanks of **uniform** length.
- A **direct question** is generally more desirable than an incomplete statement.
- Allow one point for each correctly filled blank.

## What are the considerations in essay tests?

### Essay

- An important feature of the essay test is the freedom of response allowed to the student.
- The variation in the freedom of response allowed to the student offers a crude way of classifying essay test items into two types:
  - extended-response type
  - restricted-response type

### Extended-response essay

- questions can be extremely challenging to the examinee.
- responses show how well the students have achieved higher level educational goals, at the synthesis and evaluation levels of the cognitive taxonomy.
- are the types we can give in take home tests or as term paper topics.
- have values as teaching devices or as means to measure writing ability rather than achievement in a subject matter area.

### Restricted-response essay

- is more common in “in-class” tests to measure student achievement rather than his writing ability.
- the limits of the student’s response is well defined because a specific problem is presented.
- to respond correctly, it will still require the student to recall the proper information, organize it in a suitable manner, arrive at a logical and defensible conclusion, and express it in his own words.
- this defined parameter for the answer simplifies the scoring of responses thus it greatly improves the reliability of the scoring.

## A. Sampling the Subject Matter

- We have to sample the subject matter because we cannot have more than a certain number of test items due to time limitation.
- The variety of the population sampled will affect the size of sample needed.
- The possibility of poor sampling of subject areas affects the content validity of the test.

One variation is by having a series of paired items.

- The student is to select one of each pair. The pairs are considered to be equivalent test items in the sense that they are of the same level of difficulty, require approximately the same response time, are based on the same cells in the table of specifications, etc.

### **B. Adapting to Student Background**

- If the purpose of test is to find out the levels of understanding, then tests should be made so that students will devote most of their response time to, and therefore get most of their credit from those items that show the distinction.
- This implies that our essay items should not be too easy or too difficult that they do not provide a basis for making distinctions among our examinees.
- The teacher should also inform the students how much detail he/she expects in the response.

### **C. Determining the amount of freedom of response**

- Essay items should be framed in a manner that will make the student easily recognize exactly the task that he is to perform. All students should understand the question in the same manner.
- If a student cannot answer the question, this should be due to his inability to answer it correctly than on his failure to understand the test item.

### **D. Establishing suitable time limits**

- Find ways to determine suitable time limit for your test. Try to recall your past experience among students.
- The rule of thumb is it takes the teacher one third as much time as it takes the average student to answer the question. Thus, a one hour test should be answerable by the teacher in 20 minutes.

### **E. General Considerations in Preparing Good Essay Tests**

- Give adequate time and thought to the preparation of essay questions.
- The question should be written so that it will elicit the type of behavior you want to measure.
- Establish a framework within which the student will operate when he answers the question.
- Decide in advance what factors will be included in an essay response.
- Do not provide optional question in an essay test.
- Adapt the length of the responses and the complexity of the question and answer to the maturity of your students.
- Prepare a scoring key.

## F. Specific Rules in Constructing Good Essay Questions

- Don't begin an essay question with discuss when the question fails to provide a basis of the limitation or the focus of the discussion.
- Don't ask for an expression of opinion when your intent is to measure student learning or the ability to present evidence for or against.
- Don't introduce essay questions with "write all you know about," "in your opinion," "what do you think," and so on.
- Don't ask for comparison without clearly specifying the basis or bases on which the comparison will be made.
- Write the item so that students clearly understand the **specific task**.
- Indicate approximately how much time students should spend on each essay item, as well as suggested **number of sentences**.
- Avoid giving students options as to which essay questions they will answer.
- **ANALYZE**: Break into separate parts and discuss, examine, or interpret each part.
- **COMPARE**: Examine two or more things. Identify similarities and differences. Comparisons generally ask for similarities more than differences.
- **CONTRAST**: Show differences. Set in opposition.
- **CRITICIZE**: Make judgments. Evaluate comparative worth. Criticism often involves analysis.
- **DEFINE**: Give the meaning; usually a meaning specific to the course of subject. Determine the precise limits of the term to be defined. Explain the exact meaning. Definitions are usually short.
- **DESCRIBE**: Give a detailed account. Make a picture with words. List characteristics, qualities and parts.
- **DISCUSS**: Consider and debate or argue the pros and cons of an issue. Write about any conflict. Compare and contrast.
- **ENUMERATE**: List several ideas, aspects, events, things, qualities, reasons, etc.
- **EVALUATE**: Give your opinion or cite the opinion of an expert. Include evidence to support the evaluation.
- **ILLUSTRATE**: Give concrete examples. Explain clearly by using comparisons or examples.
- **INTERPRET**: Comment upon, give examples, describe relationships. Explain the meaning. Describe, then evaluate.
- **OUTLINE**: Describe main ideas, characteristics, or events. (Does not necessarily mean "write a Roman numeral/letter outline".)
- **PROVE**: Support with facts (especially facts presented in class or in the test).
- **SUMMARIZE**: Give a brief, condensed account. Include conclusions. Avoid unnecessary details.
- **TRACE**: Show the order of events or progress of a subject or event.

### Appendix C

#### Alternative Test Methods (Classroom Assessment, Portfolios, Concept Mapping, Laboratory Performance etc.)

## Classroom Assessment

**Formal assessment:** assessment that is planned in advance and used to assess a predetermined content and/or skill domain.

### Strengths

- allows the teacher to evaluate all students systematically on the important skills and concepts.
- helps teachers determine how well students are progressing over the entire term.

### Examples

- **Presentation:** a presentation by one student or by a group of students to demonstrate the skills used in the completion of an activity or the acquisition of curricular outcomes/expectations. The presentation can take the form of a skit, lecture, lab presentation, debate etc. Computers can also be used for presentation when using such software as Hyper studio, PowerPoint or Corel presentations.
- **Peer Evaluation:** judgments by students about one another's performance relative to stated criteria and program outcomes

**Informal Assessment:** teachers' spontaneous, day to day observations of student performances.

### Examples

- **Verbal**
  - Asking questions
  - Listening to student discussions
  - Conducting student conferences
- **Nonverbal**
  - Observing
  - Task performances
  - On-and off-task behavior
  - student choices
  - student body language
- **Strengths**
  - Facilitates responsive teaching
  - Can be done during teaching
  - Easy to individualize
- **Weaknesses**
  - Requires high level of teacher skill
  - Is vulnerable to
    - Bias
    - Inequities
    - Mistakes

## Portfolios

- A collection of student samples representing or demonstrating student's academic growth. It can include formative and summative assessment. It may contain written work, journals, maps, charts, survey, group reports, peer reviews and other such items.
- Portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas.

## Importance of Portfolios

### For Students

- Shows growth over time
- Displays student's accomplishment
- Helps students make choices
- Encourages them to take responsibility for their work
- Demonstrates how students think

### For Teachers

- Highlights performance-based activities over year
- Provides a framework for organizing student's work
- Encourages collaboration with students and teachers
- Showcases an ongoing curriculum
- Facilitates student information for decision making

### For Administrators

- Provides evidence that teacher/program goals are being met
- Shows growth of students and teachers
- Provides data from various sources

## What do portfolios contain?

Three basic models

- **Showcase model:** consisting of work samples chosen by the student.
- **Descriptive model:** consisting of representative work of the student, with no attempt at evaluation.
- **Evaluative model:** consisting of representative products that have been evaluated by criteria.

## Disadvantages of Portfolio

- Require more time for faculty to evaluate than test or simple-sample assessment.
- Require students to compile their own work, usually outside of class.
- Do not easily demonstrate lower-level thinking, such as recall of knowledge.
- May threaten students who limit their learning to cramming for doing it at the last minute.

### Concept Mapping

- It requires students to explore links between two or more related concepts. When making concept maps, they clarify in their minds the links they have made of the concepts and having visual representation of these links, they are better able to rearrange or form new links when new concepts are introduced.

### Laboratory Performance

- In this format students and teachers know the requirements in advance and prepare them. The teacher judges the student performance within a specific time frame and setting. Students are rated on appropriate and effective use of laboratory equipment, measuring tools, and safety laboratory procedures as well as a hands-on designing of an investigation.

### Interviews

- **Diagnostic interviews:** Student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.
- **Interest Interviews:** student responses to questions designed to find out past experience and or current interest in a topic, subject or activity.

### Journal Assessment

- This refer to student's ongoing record of expressions, experiences and reflections on a given topic.
- There are two types: one in which student's write with minimal direction what he/she is thinking and/or feeling and the other requires students to complete a specific written assignment and establishes restrictions and guidelines necessary to accurately accomplish the assignment.
- Journals can evolve different types of reflecting writing, drawing, painting, and role playing.

### Reflective Journal

What happened?	How do I feel about it?	What did I learn?

### Synthesis Journal

What I did?	What I learned?	How I can use it?

### Speculation About Effects Journal

What happened?	What could happen because of this?

## Performance Assessments

### Definition:

assessment that elicits and evaluates actual student performances.

### Types of Performances:

1. **Products:** drawings, science experiments, term papers, poems, solution to authentic problems.
  2. **Behavior:** time trial for running a mile, reciting a poem, acting, tryouts, dancing.
- **Strengths**
    - Effective for assessing higher level thinking and authentic learning
    - Effective for assessing skill and procedural learning
    - Interesting and motivating for students
  - **Weaknesses**
    - Emphasize depth at the expense of breadth
    - Difficult to construct
    - Time consuming to administer
    - Hard to score fairly

## Performance in Context

- The concern with authentic assessment has led to the development of several new approaches. Instead of circling answers to “factual” questions on nonexistent situations, students are required to solve real problems.

Facts are used in a context where they apply

- For example, the students uses grammar facts to write a persuasive letter to a software company requesting donations for the class computer center.
- Performance assessments require students to demonstrate their ability to complete a task using their knowledge and skills from several areas rather than simply employ rote learning such as recalling information or following “cookbook type” procedures.
- Students completing these types of test use facts and procedures in the context of solving a real life problem. The choice of the type of performance assessment should fit the goals of the curriculum framework’s learning targets.
- Authentic performance assessment tasks emphasize applications, focus on direct assessment, use realistic problems, and encourage open-ended thinking. -(Nitko, 2004)
- Nitko adds that this is very consistent with the learner centered theories since assessment techniques
  - assess doing
  - assess integration of knowledge, skills and abilities
  - link with teaching activities
  - broaden the basis for assessment when combined with other assessment formats and

- assess students' use of processes as well as products

### **Practical Challenges in Alternative Assessment**

- Time consuming
- Difficulty in getting started
- Lack of resources
- Not well accepted

## Appendix D Table of Specifications



Department:		Semester:	
Course Code:		Course Title:	
Name & Designation of the Examiner:			

Topic	No. of Sessions	No. of Items	Remembering		Understanding		Applying		Analyzing		Creating		Evaluating	
			Item No.	Test Type	Item No.	Test Type	Item No.	Test Type	Item No.	Test Type	Item No.	Test Type	Item No.	Test Type

Summary	Test Type	No. of Items
Test I		
Test II		
Test III		
Test IV		
Test V		
Total Score		

**Test Type Legend:**

MC – Multiple Choice      CS – Completion/Supply Test      Others, Please Specify

TF – True or False      PS – Problem Solving

MT – Matching Type      E – Essay

Signature of the Examiner:

\_\_\_\_\_

Date:

\_\_\_\_\_

# Appendix F



MSJ010

## EXAM MODERATION REPORT FORM

SCHOOL \_\_\_\_\_

COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

FACULTY: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Is the time allocated adequate/appropriate for the tasks given?

**Moderation Comments:** \_\_\_\_\_

\_\_\_\_\_

2. Has the course outline been made available to the moderating team?

**Moderation Comments:** \_\_\_\_\_

\_\_\_\_\_

3. Are the exam items aligned to the learning outcomes listed in the course outline?

**Moderation Comments:** \_\_\_\_\_

\_\_\_\_\_

4. Are the question statements clear? Do they provide adequate guidance to the examinee?

**Moderation Comments:** \_\_\_\_\_

\_\_\_\_\_

5. Is the examination comprehensive and appropriate, given the course content, learning outcomes and class schedule? Does it attain similar standards (where applicable) when compared to examination papers for other sections of the same course?

**Moderation Comments:** \_\_\_\_\_

---

---

6. Is the examination appropriate for the level it is set?

**Moderation Comments:** \_\_\_\_\_

---

---

7. Do the exam items test the various levels of: knowledge, comprehension, analysis, synthesis, application, evaluation etc?

**Moderation Comments:** \_\_\_\_\_

---

---

8. Has a marking scheme covering all the exam items been provided?

**Moderation Comments:** \_\_\_\_\_

---

---

9. Does the marking scheme provide adequate detail and direction for another examiner to mark the exam?

**Moderation Comments:** \_\_\_\_\_

---

---

10. Are the marks allocated commensurate with the expected responses?

11. List any corrections:

**Moderation Team**

**Signature**

- |         |       |
|---------|-------|
| 1. .... | ..... |
| 2. .... | ..... |
| 3. .... | ..... |



## Appendix F

**Department of Media Studies and Journalism**  
University of Liberal Arts Bangladesh  
##### Examination|#####semester, ####  
MSJ #####: Course Title (Sec #:Set #)

Total Marks: ##

Time: ##Minutes

### A. Test Type: Fill in the Blanks

## × ## = #

1. A quick brown fox \_\_\_\_\_ over the lazy dog.
2. A quick brown fox \_\_\_\_\_ over the lazy dog.
3. A quick brown fox \_\_\_\_\_ over the lazy dog.
4. A quick brown fox \_\_\_\_\_ over the lazy dog.
5. A quick brown fox \_\_\_\_\_ over the lazy dog.
6. A quick brown fox \_\_\_\_\_ over the lazy dog.
7. A quick brown fox \_\_\_\_\_ over the lazy dog.
8. A quick brown fox \_\_\_\_\_ over the lazy dog.
9. A quick brown fox \_\_\_\_\_ over the lazy dog.
10. A quick brown fox \_\_\_\_\_ over the lazy dog.

### B. Test Type: True of False

## × ## = #

1. A quick brown fox jumps over the lazy dog.
2. A quick brown fox jumps over the lazy dog.
3. A quick brown fox jumps over the lazy dog.
4. A quick brown fox jumps over the lazy dog.
5. A quick brown fox jumps over the lazy dog.
6. A quick brown fox jumps over the lazy dog.
7. A quick brown fox jumps over the lazy dog.

8. A quick brown fox jumps over the lazy dog.
9. A quick brown fox jumps over the lazy dog.
10. A quick brown fox jumps over the lazy dog.

**C. Test Type: Multiple Choice**

# × # = #

1. Who jumps over the lazy dog?

- |                       |                    |
|-----------------------|--------------------|
| (a) a quick brown fox | (c) a lazy red fox |
| (b) a jumping frog    | (d) a running kid  |

2. Who jumps over the lazy dog?

- |                       |                    |
|-----------------------|--------------------|
| (a) a quick brown fox | (c) a lazy red fox |
| (b) a jumping frog    | (d) a running kid  |

3. Who jumps over the lazy dog?

- |                       |                    |
|-----------------------|--------------------|
| (a) a quick brown fox | (c) a lazy red fox |
| (b) a jumping frog    | (d) a running kid  |

4. Who jumps over the lazy dog?

- |                       |                    |
|-----------------------|--------------------|
| (a) a quick brown fox | (c) a lazy red fox |
| (b) a jumping frog    | (d) a running kid  |

5. Who jumps over the lazy dog?

- |                       |                    |
|-----------------------|--------------------|
| (a) a quick brown fox | (c) a lazy red fox |
| (b) a jumping frog    | (d) a running kid  |

6. Who jumps over the lazy dog?

(a) a quick brown fox

(c) a lazy red fox

(b) a jumping frog

(d) a running kid

7. Who jumps over the lazy dog?

(a) a quick brown fox

(c) a lazy red fox

(b) a jumping frog

(d) a running kid

8. Who jumps over the lazy dog?

(a) a quick brown fox

(c) a lazy red fox

(b) a jumping frog

(d) a running kid

9. Who jumps over the lazy dog?

(a) a quick brown fox

(c) a lazy red fox

(b) a jumping frog

(d) a running kid

10. Who jumps over the lazy dog?

(a) a quick brown fox

(c) a lazy red fox

(b) a jumping frog

(d) a running kid

**D. Test Type: Identification (Pictorial Question)**

# × # = #

Instruction: A quick brown fox jumps over the lazy dog.



**E. Test Type: Short Note (Answer all Questions)**

**# × # = #**

1. Who jumped over the lazy dog?
2. Who jumped over the lazy dog?
3. Who jumped over the lazy dog?
4. Who jumped over the lazy dog?
5. Who jumped over the lazy dog?

**F. Test Type: Essay (Answer all Questions)**

**# × # = #**

1. Who jumped over the lazy dog?
2. Who jumped over the lazy dog?
3. Who jumped over the lazy dog?
4. Who jumped over the lazy dog?
5. Who jumped over the lazy dog?

**Problem Statement and Description:**

A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog

**Target Audience:**

A quick brown fox jumps over the lazy dog A quick brown fox jumps over the lazy dog

**Goals and Expectations:**

- A quick brown fox jumps over the lazy dog
- A quick brown fox jumps over the lazy dog
- A quick brown fox jumps over the lazy dog
- A quick brown fox jumps over the lazy dog

**Constraint:**

- A quick brown fox jumps over the lazy dog
- A quick brown fox jumps over the lazy dog
- A quick brown fox jumps over the lazy dog

**Deliverables:**

- A quick brown fox jumps over the lazy dog

**Submission deadline:**

A quick brown fox jumps over the lazy dog

## Appendix G



**ULAB**  
UNIVERSITY OF LIBERAL ARTS  
BANGLADESH

### FINAL EXAMINATION ATTENDANCE SHEET, Summer 2019

Course : MSJ11102 Communication Research

Section : 1

Instructor : Ms. Nandita Tabassum Khan

Serial	StudentID	Student Name	Signature
1	182012013	Md. Naoshad Shuvo	
2	182012014	Md. Mahmudur Rahman Yamin	
3	182012015	Shanto Mitra	
4	183012002	Yusuf Mohammad	
5	183012030	Asif Khan	
6	191012001	Fariha Jahan	
7	191012002	Rubbya Sultana	
8	191012003	Sayem Ahmed Chowdhury Alam	
9	191012007	Rawnak Ibtasam	
10	191012009	Tausif Rahman	
11	191012012	Sumaiya Saba Sadia	
12	191012015	Aadrita Roy Rhine	
13	191012016	Md. Abdur Rahman	
14	191012018	Miftahul Zannat	
15	191012021	Md. Shoriful Hasan Chowdhury	
16	191012022	Deabolina Saha Riya	
17	191012023	Md. Salim Hossan	
18	191012026	Md. Shahrear Kabir	
19	191012027	Sarah Tasneem	
20	191012031	Shafayat Jamil	
21	191012032	Saif Iqbal	
22	191012033	Naeab Rahman	
23	191012038	Md. Shakhawat Hossain	
24	191012039	Shifaty Sarmin Shishir	
25	191012041	Md. Likhon	
26	191012042	Farzana Hossain Daina	
27	191012043	Mir Rashida Sultana	
28	191012051	Maimuna Tabassin	
29	191012054	Joyanto Kumar Bindu	
30	191012063	Md. Ebrahim Chowdhury	
31	191012065	Nahian Quader Kaori	
32	191012066	Md. Rashadul Hassan	
33	191012068	Shafin Shuvro	
34	191012070	Fardin Rahaman Fahim	
35	191012071	Nuzhat Fairuz Nobonie	
36	191012072	Sarker Pritha Mrittika	
37	191012078	Md. Yeafsun Mizan Chowdhury	
38	191012080	Syed Mohsin Husain	
39	191012082	Jannatul Tabassum Ridi	

**Total Present :**

**Total Absent :**

Signature of the Faculty

Date :

## Appendix H

MSJ009(0)

### Invigilation Report

SL	Date	Course Code with Name, Section	Name of Invigilator	Exam Starting Time	Exam Ending time	Time In	Time Out	Initial of the Invigilator
1								
2								
3								
4								
5								
6								
7								

Co /HoD

## Appendix I



**MSJ003**

### Department of Media Studies and Journalism Course closing form

Semester & Year: \_\_\_\_\_

Faculty: \_\_\_\_\_

Course Code: \_\_\_\_\_

Course Title: \_\_\_\_\_

Section: \_\_\_\_\_

Sl.	Content	Date of submission	Faculty initial	Remark
	<b>Result documents</b>			
01	Grade sheet			
02	Grade calculation (In recommended format)			
03	Final term exam attendance sheet			
04	Mid-term exam attendance sheet			
	<b>Reports</b>			
05	Class attendance			
06	Excused absence forms (if any)			
07	Session report			

08	Class monitor report			
09	Guest lecturer evaluation report (if any)			
10	Study tour / Fieldwork report (if any)			
11	Semester course report			
12	Annual course report (in every Fall semester)			
	<b>Exams documents</b>			
13	Final term questions (two sets for each section) / Specific instruction with mark distributions for final project			
14	Mid-term questions (two sets for each section) / Specific instruction with mark distributions for mid project			
15	Final term answer sheet / Project outcome + Individual marking sheet for final project			
16	Mid-term answer sheet / Project outcome + Individual marking sheet for mid project			
17	Separated highest, lowest and average answer sheet / marking sheet from final			
18	Separated highest, lowest and average answer sheet / marking sheet from mid			
	<b>Pre-requisite documents</b>			
19	Signed course outline			

20	Lesson plan			
21	Course program mapping			
22	Updated CV			

\_\_\_\_\_  
Faculty signature and date

\_\_\_\_\_  
Admin signature and date

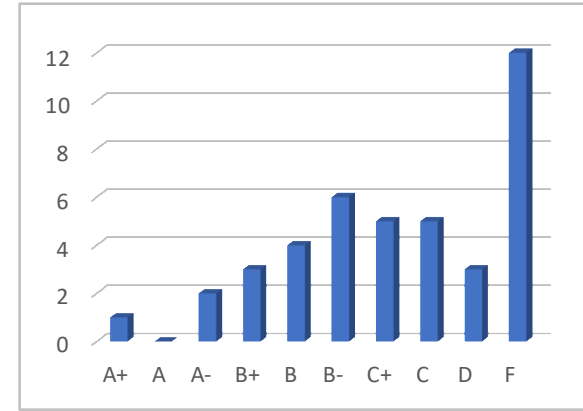
\_\_\_\_\_  
Coordinator signature and date

\_\_\_\_\_  
HoD signature and date

## Appendix J Bell Curve Grading Sample Sheet

MSJ Department  
 Code MSJ11xxx(Secxx)  
 Title xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
 Term: Summer 2017  
 Total graded: 41

All marks are out of 100.



ID	Name	Weights							Total	Grade
		Attendance 10%	Quiz 20%	Assignments 20%	Presentation 10%	Mid 20%	Final 20%			
xxxxxxx	xxxxxxx	0	0	0	0	0	0	0	F	
xxxxxxx	xxxxxxx	0	28	0	0	23	0	10	F	
xxxxxxx	xxxxxxx	70	62	83	100	34	38	60	C	
xxxxxxx	xxxxxxx	100	84	78	95	20	50	66	C+	
xxxxxxx	xxxxxxx	0	36	0	0	0	0	7	F	
xxxxxxx	xxxxxxx	0	6	0	0	0	0	1	F	
xxxxxxx	xxxxxxx	50	65	30	80	30	0	38	F	
xxxxxxx	xxxxxxx	100	76	90	100	54	70	78	B	
xxxxxxx	xxxxxxx	90	81	75	70	75	70	76	B	
xxxxxxx	xxxxxxx	70	94	38	85	63	76	70	B-	
xxxxxxx	xxxxxxx	100	84	83	95	36	63	73	B-	
xxxxxxx	xxxxxxx	100	63	78	85	20	60	63	C	
xxxxxxx	xxxxxxx	70	41	45	100	64	90	65	C+	
xxxxxxx	xxxxxxx	100	61	90	100	41	79	74	B-	
xxxxxxx	xxxxxxx	95	73	50	70	45	54	61	C	
xxxxxxx	xxxxxxx	100	79	58	80	35	65	65	C+	
xxxxxxx	xxxxxxx	100	75	90	100	64	78	81	B+	
xxxxxxx	xxxxxxx	100	95	88	100	100	95	96	A	

Grading Scheme		Grade Distribution		
0	F	A+	1	
50	D	A	0	7%
60	C	A-	2	
65	C+	B+	3	
70	B-	B	4	32%
75	B	B-	6	
80	B+	C+	5	24%
85	A-	C	5	
90	A	D	3	7%
95	A+	F	12	29%

Difficulty factor	0%

XXXXXXXXXX	XXXXXXXXXX	80	90	80	100	74	55	78	B
XXXXXXXXXX	XXXXXXXXXX	50	36	30	100	64	0	41	F
XXXXXXXXXX	XXXXXXXXXX	100	66	40	75	35	60	58	D
XXXXXXXXXX	XXXXXXXXXX	80	73	25	80	43	63	57	D
XXXXXXXXXX	XXXXXXXXXX	95	69	83	85	54	74	74	B-
XXXXXXXXXX	XXXXXXXXXX	95	61	30	70	30	75	56	D
XXXXXXXXXX	XXXXXXXXXX	0	0	0	0	0	0	0	F
XXXXXXXXXX	XXXXXXXXXX	80	79	40	85	65	59	65	C+
XXXXXXXXXX	XXXXXXXXXX	0	27	0	0	13	0	8	F
XXXXXXXXXX	XXXXXXXXXX	90	74	73	80	40	55	65	C+
XXXXXXXXXX	XXXXXXXXXX	100	90	88	95	70	78	85	A-
XXXXXXXXXX	XXXXXXXXXX	0	0	0	0	0	0	0	F
XXXXXXXXXX	XXXXXXXXXX	95	80	70	85	23	40	61	C

Highest	100	95	90	100	100	95	96
Lowest	0	0	0	0	0	0	0
Mean	71	62	52	69	41	49	55
Median	90	71	58	80	41	59	65
Std Dev	38	29	33	38	27	31	28