



Test Evaluation Report – Overall Conclusions

Course name:

Programme:

Strong points:

Points that need attention:

Recommendation(s):

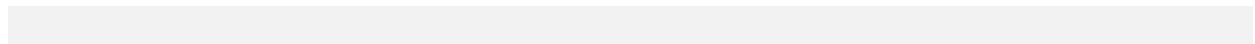
Evaluated by:

Date:



Appendix: Copy of the Course Description

Please add a copy of the course description as an appendix to this report.



Course Description	Yes	No
1. In practice, the testing is conform the course description.		
Remarks:		


Appendix: Written Test - Detailed Evaluation Report

Please delete this form from the report if not applicable or copy it if multiple written tests within a course are examined.

Test no:

Test description:

Weight of the test in the final grade of the course:
 %

Test Development	Yes	No	Partially	Not applicable
1. A test design is available.				
2. The 4-eyes principle has been applied when constructing the test design.				
3. All the required fields of the test design have been filled in.				
4. Learning goals, test content and test forms are properly linked.				
5. An answer key is available.				
6. The answer key clearly describes how points are allocated.				
7. The answer key states the threshold for passing or failing the test.				
8. The threshold is clear and just and, when the test contains MC questions, guessing is taken into account.				
Remarks:				

Written Test	Yes	No	Partially	Not applicable
9. The test contains a cover sheet, which is filled in properly.				
10. The test is constructed conform the test design (no. of questions, type of questions, weight of questions, etc.).				
11. The 4-eyes principle has been applied when constructing the test.				
Validity				
12. The mix of case studies, open and/or MC questions is logical given the learning goals.				
13. The test questions or assignment(s) relate to the learning content as described in the learning goals.				
14. The number of questions asked about a specific topic is proportional to the weighting of the applicable learning goal(s) in the test design.				
15. The test assignments are clearly and concisely formulated.				



Reliability				
16. The test is constructed in such a way that only students that master the learning content are able to successfully answer the questions / make the assignment(s).				
17. The degree of difficulty of a test corresponds with the level of the course that the test is part of.				
18. The test leads to an individual assessment.				
19. There are enough MC questions to rule out chance hits: 4 answer alternatives = at least 40 MC questions 3 answer alternatives = at least 60 MC questions 2 answer alternatives = at least 80 MC questions				
20. The length of the test and the available testing time are in balance.				
21. The test is constructed with care (no spelling errors, complete, nice layout, etc.).				
Remarks:				

Assessment	Yes	No	Partially	Not applicable
22. The test is assessed conform the answer key.				
23. Students have received proper feedback on their test results.				
Remarks:				


Appendix: Project - Detailed Evaluation Report

Please delete this form from the report if not applicable or copy it if multiple projects within a course are examined.

Test no:	
Test description:	
Weight of the test in the final grade of the course:	%

Test Development	Yes	No	Partially	Not applicable
1. A test design is available.				
2. The 4-eyes principle has been applied when designing the project.				
3. All the required fields of the test design have been filled in.				
4. Learning goals and project are properly linked.				
5. An assessment model is available.				
6. The assessment criteria are based on the learning goals tested.				
7. The assessment criteria are objective.				
8. The assessment model clearly describes how points are allocated.				
9. The assessment model states the threshold for passing or failing the project.				
10. The threshold is clear and just.				
Remarks:				

Project assignment	Yes	No	Partially	Not applicable
Validity				
11. The project relates to the learning content as described in the learning goals.				
12. The assignment(s) is/are formulated in a clear and concise fashion.				
13. The assignment clearly describes the deadlines for (in-between) products as well as how these should be handed in.				
14. The assessment criteria, the allocation of points and the threshold for passing the project is made available in writing to students.				
15. Students know who to contact in case they need help / have questions.				
Reliability				
16. The assignment is proportional to the amount of hours allocated for the project.				
17. The project is designed in such a way that only students that master the learning content are able to successfully complete the project.				
18. The degree of difficulty of the project corresponds with the level of the course that the project is part of.				



19. Measures against free-riding are incorporated in the project design.				
20. The project leads to an individual assessment.				
21. Written products are scanned on plagiarism.				
22. The assignment is constructed with care (no spelling errors, complete, nice lay-out, etc.).				

Remarks:

Assessment	Yes	No	Partially	Not applicable
23. The project is assessed conform the assessment model.				
24. The 4-eyes principle has been applied when assessing the project.				
25. The (final) grade for the project varies between students within a project group.				
26. Students have received proper feedback on their results.				

Remarks:


Appendix: Presentation - Detailed Evaluation Report

Please delete this form from the report if not applicable or copy it if multiple presentations within a course are examined.

Test no:	
Test description:	
Weight of the test in the final grade of the course:	%

Test Development	Yes	No	Partially	Not applicable
1. A test design is available.				
2. All the required fields of the test design have been filled in.				
3. Learning goals and project are properly linked.				
4. An assessment model is available.				
5. The assessment criteria are based on the learning goals tested.				
6. The assessment criteria are objective.				
7. The assessment model clearly describes how points are allocated.				
8. The assessment model states the threshold for passing or failing the presentation.				
9. The threshold is clear and just.				
Remarks:				

Presentation assignment	Yes	No	Partially	Not applicable
Validity				
10. The presentation relates to the learning content as described in the learning goals.				
11. The presentation assignment is formulated in a clear and concise fashion.				
12. The assessment criteria, the allocation of points and the threshold for passing the presentation is made available in writing to students.				
Reliability				
13. The presentation leads to an individual assessment.				
Remarks:				



Assessment	Yes	No	Partially	Not applicable
14. The presentation is assessed conform the assessment model.				
15. The 4-eyes principle has been applied when assessing the presentation.				
16. Students have received proper feedback on their results.				
Remarks:				


Appendix: Oral Test - Detailed Evaluation Report

Please delete this form from the report if not applicable or copy it if multiple oral tests within a course are examined.

Test no:

Test description:

Weight of the test in the final grade of the course:
 %

Test Development	Yes	No	Partially	Not applicable
1. A test design is available.				
2. All the required fields of the test design have been filled in.				
3. An assessment model is available.				
4. The assessment criteria are based on the learning goals tested.				
5. The assessment criteria are objective.				
6. The assessment model clearly describes how points are allocated.				
7. The assessment model states the threshold for passing or failing the oral test.				
8. The threshold is clear and just.				
Remarks:				

Oral Test: Assignment	Yes	No	Partially	Not applicable
Validity				
9. The oral test relates to the learning content as described in the learning goals.				
10. The oral test assignment is formulated in a clear and concise fashion.				
11. The assessment criteria, the allocation of points and the threshold for passing the oral test is made available in writing to students.				
Reliability				
12. The oral test leads to an individual assessment.				
Remarks:				



Assessment	Yes	No	Partially	Not applicable
13. The oral test is assessed conform the assessment model.				
14. The 4-eyes principle has been applied when assessing the oral test.				
15. Students have received proper feedback on their results.				
Remarks:				


Appendix: Oral Skills Test - Detailed Evaluation Report

Please delete this form from the report if not applicable or copy it if multiple presentations within a course are examined.

Test no:	
Test description:	
Weight of the test in the final grade of the course:	%

Test Development	Yes	No	Partially	Not applicable
1. A test design is available.				
2. All the required fields of the test design have been filled in.				
3. An assessment model is available.				
4. The assessment criteria are based on the learning goals tested.				
5. The assessment criteria are objective.				
6. The assessment model clearly describes how points are allocated.				
7. The assessment model states the threshold for passing or failing the oral skills test.				
8. The threshold is clear and just.				
Remarks:				

Oral skills test: assignment	Yes	No	Partially	Not applicable
Validity				
9. The oral skills test relates to the learning content as described in the learning goals.				
10. The oral skills test assignment is formulated in a clear and concise fashion.				
11. The assessment criteria, the allocation of points and the threshold for passing the oral skills test is made available in writing to students.				
Reliability				
12. The oral skills test leads to an individual assessment.				
Remarks:				



Assessment	Yes	No	Partially	Not applicable
13. The oral skills test is assessed conform the assessment model.				
14. The 4-eyes principle has been applied when assessing the oral skills test.				
15. Students have received proper feedback on their results.				
Remarks:				