مركز تطوير التعليم الجامعي
Center for Teaching & Learning Development

AREA 3 STUDENT ASSESSMENT METHODS

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3.1 Mentee Observation Record

COMPLETED BY MENTEE

Use this record to observe your colleague's ASSESSMENT METHODS

Course name		Course code/number	
Grade percentage		Number of students	
Type of assessment method (assignment, quiz, mid term and final exam)		Postgraduate or undergraduate/ program	

1. What is the teacher's overall quality of assessment methods?

2. Are the intended learning outcomes/teaching activity related to the assessment methods used? If not, why do you think that is?

3. Are the grades distributed fairly? Why?

4. Are there any action plans to do things differently?

3.2 Mentee Plan Record

COMPLETED BY MENTEE

Use this record to plan using an effective ASSESSMENT METHOD

Course name		Course code/number	
Grade percentage		Number of students	
Type of assessment method (assignment, quiz, mid term, and final exam)		Postgraduate or undergraduate/ program	

1 What types of learning outcomes are you assessing?

2 Which assessment methods are you planning to use? Why did you choose them?

3 How are you planning to distribute grades accordingly?

4 Source of knowledge: On which workshop session or experience or literature have you developed your ASSESSMENT METHODS?

3.3 Mentor Observation Record

COMPLETED BY MENTOR

Use this record to provide mentee with feedback on his or her ASSESSMENT METHOD

Course name		Course code/number	
Grade percentage		Number of students	
Type of assessment method (assignment, quiz, mid term and final exam)		Postgraduate or undergraduate/ program	

1 Are the assessed learning outcomes valid? What are they?

2 Are the assessment tasks that are used suitable to the domains of learning? What are they?

3 Is the assessment rubric clear and aligned with the domains of learning? What are they?

4 How do you evaluate grade distribution with regards to the weight of the domains of learning?

Strengths and Areas of Development of Area 3

Major component of assessment methods	Strengths	Areas of development
Explanation of assessment and grading scheme to students at an early stage (clarity to students and alignment) Planning and organization Assessment tasks validity Use learning resources to support students skills related to assessment tasks Content (accuracy, relevance, up to students' level) Rubric Other issues:		

ASSESSMENT METHOD MATERIAL #1 attached

Mentee signature ---------- Date ----------

Mentor signature ---------- Date ----------

3.4 Mentee Reflection and Action Plan Record

COMPLETED BY MENTEE

Following your mentor's feedback and discussion, use this record to reflect and set action plans

1. According to previous discussion with your mentor, comment on what worked well. Why did it work well?

2. According to previous discussion with your mentor, comment on what did not work well. And why?

Actions to improve course design	How to achieve	Target time

ASSESSMENT METHOD MATERIAL #2 attached

Mentee signature ---------- Date ----------

Mentor signature ---------- Date ----------