
Development of the Egyptian Code of Practice for Student Assessment

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Assessment

A generic term for a set of processes that measure the outcomes of students' learning

Purposes of Evaluation

- For program evaluation
 - To certify competence
 - To provide feedback
 - As a statement of values
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Guidelines for Effective Student Assessment

Effective assessment requires:

- 1. a clear conception of all ILOs.
 - 2. a variety of assessment procedures
 - 3. consideration of the instructional relevance of the procedure
 - 4. an adequate sample of student performance
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Guidelines for Effective Student Assessment (Cont.)

- 5. that the procedure be fair to everyone
 - 6. the specifications of criteria for judging successful performance
 - 7. feedback to students that emphasizes strengths of performance and weaknesses to be corrected
 - 8. support by a comprehensive grading and reporting system
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Basic Principles

1. No single evaluation method can adequately assess all domains of competence.
 2. An effective evaluation system must contain several methods.
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3. Information for planners to aid in rational decision making.

4. Information for students (detailed & useful) to facilitate further learning. Students should be informed in advance.

5. Final judgment should be

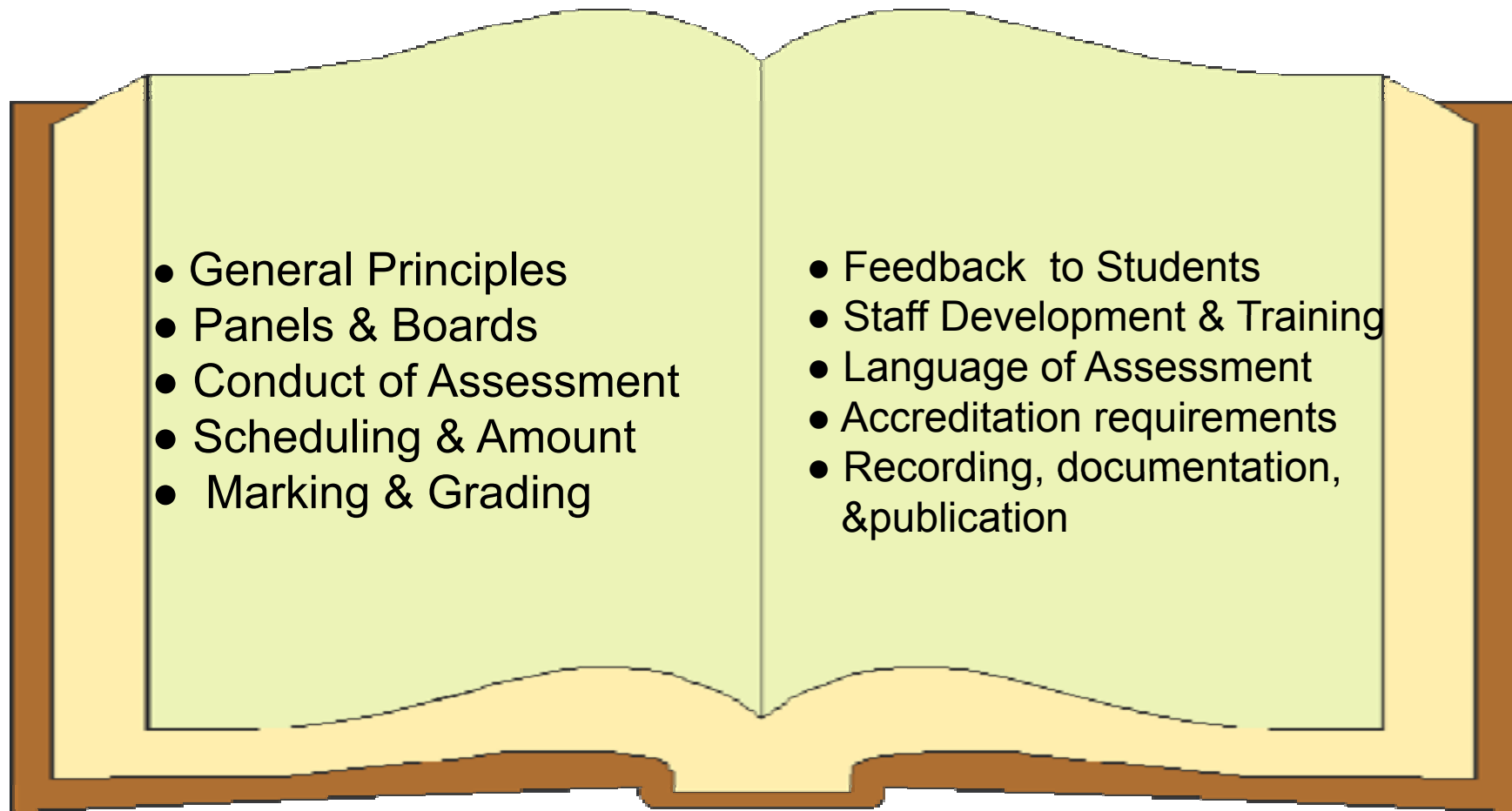
- on the basis of multiple assessments,

- on different occasions,

- using a variety of methods.

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- All assessment methods have an impact on teaching and learning.
 - The nature of this impact is not necessarily predictable.
 - Careful studies of benefits and side effects are crucial.
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Code of practice for the assurance of academic quality and standards in the area of student assessment



- General Principles
- Panels & Boards
- Conduct of Assessment
- Scheduling & Amount
- Marking & Grading

- Feedback to Students
- Staff Development & Training
- Language of Assessment
- Accreditation requirements
- Recording, documentation, & publication

General Principles

- Effective procedures for designing, approving, supervising and reviewing assessment strategies
 - Academic/professional standard for each award
 - Effective measurement of attainment of ILOs
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- **Explicit, valid and reliable** principles, processes and procedures
 - Breaches of assessment regulations: definitions of misconduct, accepted forms, penalties
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Assessment Panels and Boards

Membership, procedures, powers and accountability of assessment panels and boards of examiners

- When and who to include
 - Relationship to students
 - Min number
 - Extenuating circumstances
 - Record keeping
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Conduct of Assessment

Fair, secure and rigorous

- Published and clear rules and regulations
 - Fraudulent activities
 - Special measures
 - Retention of assessed work
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Scheduling and Amount of Assessment

Consistent with an effective and appropriate measurement of the achievement of ILOs

- Proper and sensible links between the organization of the curriculum, staged delivery of the curriculum, specified ILOs, appropriate scheduling
 - Assessment supports student learning
 - Time to reflect on learning
 - Number of assessment tasks
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Marking and Grading

- **Published and consistent implementation of clear criteria for marking and grading**
 - **Robust mechanisms for marking and for the moderation of marks**
 - **benefits and limitations of systems that mask the identity of the candidate**
 - **second marks**
 - **rules governing internal moderation of marks**
 - **analysis of marking and marking trends**
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- Periodic evaluation of the maintenance & development of academic standards
 - Clear criteria for the aggregation of marks & grades and rules & regulations for progression
 - Rules for compensation: clear, consistent, no jeopardy to the integrity of awards
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- External evaluation of appropriateness of assessment, grades and overall outcomes
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Feedback to Students on Performance

Appropriate feedback to students

- Timelines of feedback
 - Nature & extent of feedback
 - Effective use of comments and relating feedback to assessment criteria
 - Oral feedback
 - When feedback may not be appropriate
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Staff Development & Training

Competent staff with known roles & responsibilities

- Understanding the theory and practice of assessment
 - New approaches to assessment
 - Training needs
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Language of Assessment

- Language of assessment and teaching should be the same



Professional & Accreditation Body Requirements

- Clear information to staff and students about specific assessment requirements
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Recording, Documentation & Publication

- Responsibilities of those involved in computation, checking and recording
 - Back-up systems
 - Clear policies on access to information
 - Accurate & systematic recording and documentation
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Suggested Precepts for the Code of Practice in Student Assessment

- Responsibilities of the university
 - Responsibilities of the faculties
 - Procedures and regulations concerning: Membership, appointment, powers (terms of reference) and accountability of examinations boards/committees, appeals, control room and assessment panels
 - Progression, referral and re-examination
 - Conduct of assessments
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- Criteria for assessment including the match to NARS and ILOs
 - Meeting other legitimate external standards such as accrediting bodies
 - Scheduling of assessments
 - Marking and grading
 - Internal evaluation of marks
 - Return of marked assessed course work where appropriate
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- External evaluation of appropriateness of assessment, grades and overall outcomes
 - Feedback to students on their performance where appropriate
 - Language of assessment
 - Recording, documentation and publication of outcomes of assessment
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- Staff competence in assessment methods and procedures and appropriate training
 - Arrangements for periodic review of the effectiveness of procedures and their implementation
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“To accomplish great things, we must not only act, but also dream, not only plan, but also believe.”

(Anatole France)

Thank You

