



Internal Evaluation Procedures of the College of Educational Sciences

First: Standardization of Understanding

This procedure aims to ensure clarity of academic objectives and standards for all stakeholders, including faculty members, students, and academic committees. This is achieved through:

- Organizing workshops and regular meetings for faculty members to discuss assessment criteria and learning outcomes.
- Providing guidelines that outline assessment policies, exam grading standards, and academic performance requirements.
- Engaging students in understanding the evaluations by clarifying grading criteria and performance expectations through preparatory sessions before exams and research projects.
- Evaluating assessment tools by faculty members before their implementation.

Second: Double Grading

This procedure involves reviewing a specific percentage of exam papers and academic assessments by another faculty member to ensure grading accuracy and reduce potential biases. This includes:

- Implementing double grading in final exams for certain courses, where another faculty member reviews the initial assessment.
- Ensuring grade accuracy by reviewing a sample of papers to assess the consistency of grading with the established standards.
- Reassessing grades based on student objections through specialized committees that examine complaints and take appropriate actions.

Third: Internal Calibration or Standardization

The faculty strives to ensure consistency in assessment standards across all courses and academic programs through:

- Conducting calibration sessions on assessment outcomes to detect any unjustified variations in grade distribution and taking corrective actions when necessary, including creating relevant models.
- Training faculty members on standardized assessment criteria to ensure consistent application across all courses and programs.

