

Annex B. Peer review – Evaluation plan (Evaluating lecturer)¹

Evaluation point 1) Design	Judgement	Explanation / remarks
Was tested what the students should have learned? (Relationship between learning objectives and test;	(++; + ;± ;- ;-- or Yes / No)	
Are the learning objectives clear? Well formulated?		
Is it clear how and whether all the learning objectives of the module(-component) or course are assessed? The weighting of the objectives? Conditions for passing? (assessment scheme)		
Is clear which learning objectives were tested by the written test? By what kind of question type? At what level (Bloom or other)? Weighting? Special conditions? (test specification matrix)		
Is the test type used adequate? (alignment)		
Evaluation point 2) Construction of test(s).	Judgement	Explanation / remarks
	(++; + ;± ;- ;-- or Yes / No)	
Are the questions / items of good quality? For MCQ: is the quality of the alternatives adequate?		
Did the test consist of enough items to give a reliable impression of what the students have learned?		
Were items used from former / other tests? How many?		

¹ Based on the Screening points as developed by Centre for Expertise in Learning and teaching ([CELT](#)).

Evaluation point 3) Test Taking – Written exam (if applicable)	Judgement (++; + ;± ; - ; -- or Yes / No)	Explanation / remarks
Did the test have a cover sheet with relevant information? Were achievable scores for each (sub)question indicated?		
Did any problems occur during the test taking? What was the solution?		
Were measurements taken to detect or prevent fraud?		
Evaluation point 3) Test Taking – Oral exam (if applicable)	Judgement (++; + ;± ; - ; -- or Yes / No)	Explanation / remarks
How were the questions selected? Did all students get the same questions? Were achievable scores for each (sub)question indicated?		
Did any problems occur during the test taking? What was the solution?		
Were measurements taken to detect or prevent fraud?		
Evaluation point 3) Test Taking – Individual or group assignments (if applicable)	Judgement (++; + ;± ; - ; -- or Yes / No)	Explanation / remarks
Did any problems occur during the group / individual work? What was the solution?		
How was the grade determined? Explain choices		
Were measurements taken to detect or prevent fraud?		

Evaluation point 3) Test Taking – Projects (if applicable)	Judgement (++; + ;± ; - ; -- or Yes / No)	Explanation / remarks
Did the project description		
Did any problems occur during the project? What was the solution?		
Were measurements taken to detect or prevent fraud?		
reflect enough to give a reliable impression of what the students have learned?		
How was the grade determined? Explain choices		
Evaluation point 4) Were the students well prepared? (Transparency)	Judgement (++; + ;± ; - ; -- or Yes / No)	Explanation / remarks
Was information provided (for the students) about the learning objectives, method for testing and the way the final mark is decided upon?		
Was information provided regarding the type of questions, by making practice material or examples available?		

Evaluation point 5) Assessing the results	Judgement (++; + ;± ;- ;-- or Yes / No)	Explanation / remarks
Is the answer model or answer key adequate? Does it provide the scores for each question? Scores for partly good answers (essay tests)?		
Is it clear how the grade has been calculated? (conversion of scores to a grade)? Is the cutting score appropriate? (Does it give adequate guarantee that students achieved the learning objectives? Does it distinguish between 'poor' and 'good' students? Has the cutting score been justified by the lecturer?)		
Was there a possibility for students to get feedback or explanation for the given grade?		
Evaluation point 6) Assessing the results	Judgement (++; + ;± ;- ;-- or Yes / No)	Explanation / remarks
Is there an overview of the students results?		
Was an analysis executed for the students results (final grades)? Did the results show some remarkable issues? Reflection of the examiner? Improvement points?		
Was an analysis executed for the students results for all of the exams (if more than one)? Did the results show some remarkable issues? Reflection of the examiner?		
Was an item analysis executed? Did the results show some remarkable issues? Were appropriate action taken if necessary? Reflection of the examiner?		
Was an evaluation executed and did the examiner reflect on the student evaluation results? Does the student evaluation or do complaints gave or give (for the future) reason for actions?		