

# **SESSION 3**

## **Examinations: Ensuring Quality**

### **READ Regional Workshop**

**Astana, Kazakhstan**  
**September 19, 2012**

# Assessment types/purposes

- **Classroom assessment**

- For improving teaching and learning

- **Examinations**

- For making high-stakes decisions about individual students

- **Large-scale assessment**

- For determining system learning levels and related factors

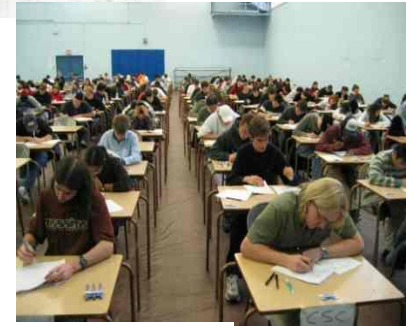
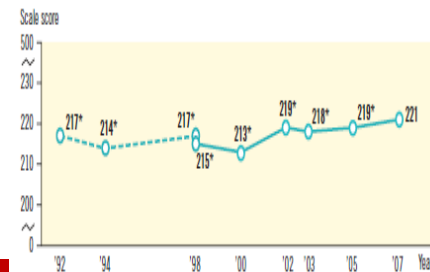
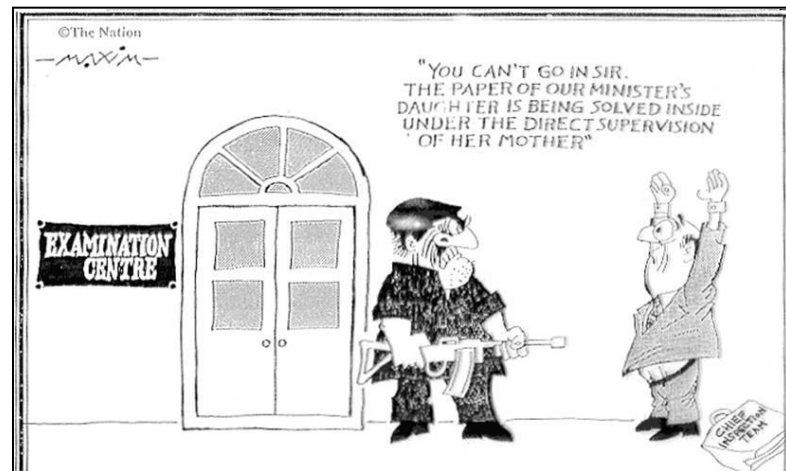


Figure 1. Trend in fourth-grade NAEP reading average scores



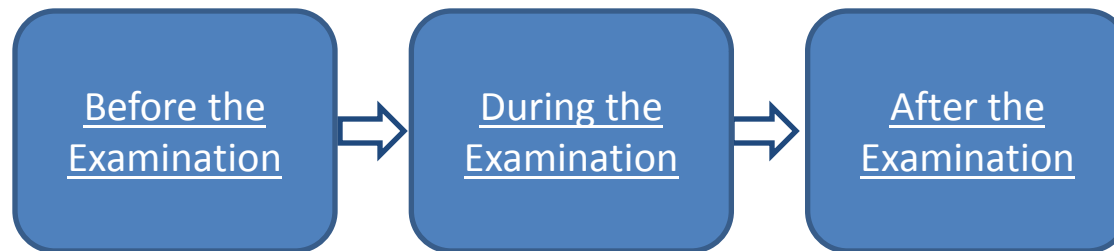
# Session objectives

- Participants can
  - anticipate and recognize inappropriate behavior in different examination contexts
  - identify strategies to prevent inappropriate behavior in examinations



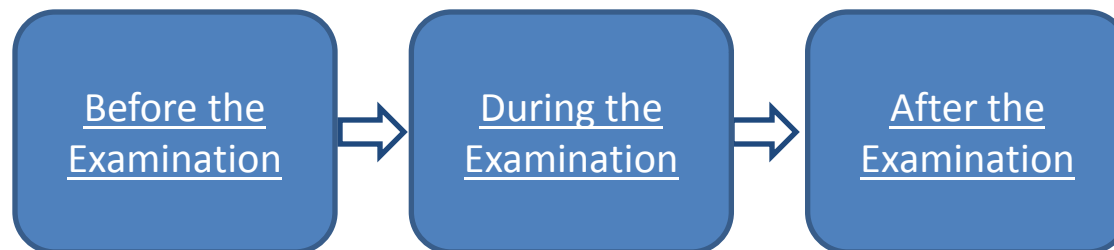
# Activity 1: Identifying inappropriate behavior and malpractice

- At your table, discuss the **types** of inappropriate behavior or malpractice for each stakeholder group
- Complete the sheet, providing at least two examples for each stakeholder group
- Select one team member to share the outcomes of your discussion with the room



# Activity 2: Combating inappropriate behavior and malpractice

- At your table, discuss **how** the inappropriate behavior or malpractice you identified in Activity 1 could be prevented
- Complete the Activity 2 sheet, indicating at least two preventative mechanisms
- Select one team member to share the outcomes of your discussion with the room



# Key lessons

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- Inappropriate behavior comes in various forms and can be committed by a variety of stakeholders
- Inappropriate behavior can take place before, during, and after the administration of the examination
- It is important to have institutionalized mechanisms to prevent inappropriate behavior