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
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

Before the Examination ➔ During the Examination ➔ After the Examination
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

Before the Examination  →  During the Examination  →  After the Examination
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.