

Guidelines for Conducting Ongoing and Interim Assessment in Writing

1. The present Guidelines are aimed at mitigating the risk of the following:
 - completion of a written assignment by someone other than the student;
 - exchange of assignment variants between the students;
 - failure to hand in the written assignment and subsequent submission of a certificate confirming absence from the interim/ongoing assessment on medical grounds;
 - copying [from other students or from notes].
2. Interim assessment schedule indicating the time of each written assignment must be communicated to the teachers and students at least one week in advance.
3. Schedule of ongoing assessments of a large number of students conducted in writing must be communicated to the students at least three calendar days in advance.
4. Examiners conducting written assessment are appointed by the department/school (hereinafter, the department) responsible for the Course. Board of examiners must include the teacher delivering the Course. The name of the examiner responsible for interim or ongoing assessment, namely, for observance of all the established procedures and correct completion of record sheets, must be submitted to the programme office by the department. Not only teachers delivering lectures and seminars, but also other teachers and/or doctoral students of the department, academic and administrative support staff of the department and programme office may also be involved in the ongoing/interim/final assessment process (as agreed by the programme managers).
5. Content and methods of ongoing and interim assessment are defined in the approved Course syllabus.
6. Written assignments designed for ongoing or interim assessment must be approved by the department head or teacher delivering the Course. There should be at least four assignment variants for ongoing or interim assessment of student performance in writing.
7. Duration of a written assessment is set out by the examiner. It cannot exceed four academic hours and must be announced to the students before the start. A written assessment starts once the distribution of assignments is finished.
8. Prior to the start of a written assessment, the examiner must explain its procedures. During the ongoing or interim assessment, the students may use syllabuses, reference books and other sources permitted by the teacher. Use of materials not permitted by the teacher, attempts to communicate with other students or other individuals (including through electronic communication means), unauthorised moving around the classroom etc., present grounds for the student's removal from the classroom with a subsequent "*Fail*" (0) grade in the examination record sheet.



9. If the student who decided to undertake ongoing or interim assessment is late, the assessment duration may be extended at the examiner's discretion. The examiner is entitled to exclude the student from taking the written assessment if the student is late.

10. At the end of the allotted time, the students must exit the room leaving their finished papers and any drafts on their desks, or hand in their papers and drafts to the examiner upon leaving the classroom.

11. No more than 100 students or 4 academic groups should be present in the classroom at the same time. When it is impossible to arrange ongoing or interim written assessment for all groups of the given year of study at once, groups may be divided into sets (no more than four groups per set).

12. If an ongoing or interim written assessment is held on several dates, different assignment variants should be used for different dates, so that all students have equal conditions, regardless of the date when they undertake their assessment.

13. Each classroom must have a list of students (copies of examination record sheets or student performance records) who are scheduled to undertake a written assessment in this classroom.

14. Prior to conducting an ongoing or interim written assessment, the examiner must check the number and layout of seats in the classroom, develop a student seating plan depending on the number of assignment variants and the number of students, and design an assignment distribution pattern.

15. Classroom arrangement options:

Option I.

a. Students enter the classroom and take their seats as per the seating plan (if applicable) without any document verification.

b. The students may bring only writing utensils and a student ID card which must be placed on their writing desk.

c. The examiner distributes assignments as per the designed pattern. The assignment sheets must be distributed face down, so that the students cannot start on the assignment while the distribution is still in progress.

d. While distribution of the second assignment variant is in progress, the examiner must ensure that the students do not exchange variants, change seats or read the assignment.

e. Once the distribution is finished, the students may turn over the assignment sheet and start on the assignment.

f. During the written assessment, one of the examiners comes up to each student and

1) checks the student ID card, namely, the faculty, year of study, surname and photo;

2) makes sure that the student's name is on the list of those scheduled to undertake the assessment;

3) verifies that the student is doing the same assignment variant which he/she is supposed to have received as per the designed pattern, marks the variant number in the table and asks the student to sign.

g. Once the allotted time is up, the students all exit the classroom at the same time leaving their finished papers and any drafts on their desks. If the assignment is completed way ahead of time, the examiner may permit the student to leave the classroom early.



Option II.

- a. Assignment variants are placed in the classroom in advance (in sealed envelopes or turned face down), with the variant number clearly indicated.
 - b. As the students enter the classroom, their student ID cards are checked and their last names are verified against the list of those scheduled to attend. The students are notified of their variant numbers (which must be confirmed by their signature in a special table or a record sheet copy).
 - c. The students take seats in accordance with assignment variants allocated to them.
 - d. The students may bring only writing utensils.
 - e. If a seating plan has been developed, each student is instructed which seat they should take upon entry.
 - f. After all the students who arrived are seated, the examiner announces the start of the written assessment and allows to turn over the assignments sheet or open the envelopes.
 - g. Once the allotted time is up, the students all exit the classroom at the same time leaving their finished papers and any drafts on their desks. If the assignment is completed way ahead of time, the examiner may permit the student to leave the classroom early.
16. The examiner may offer a different seating plan and/or pattern of assignment distribution and collection of finished papers (depending on the number of students and the classroom size).

